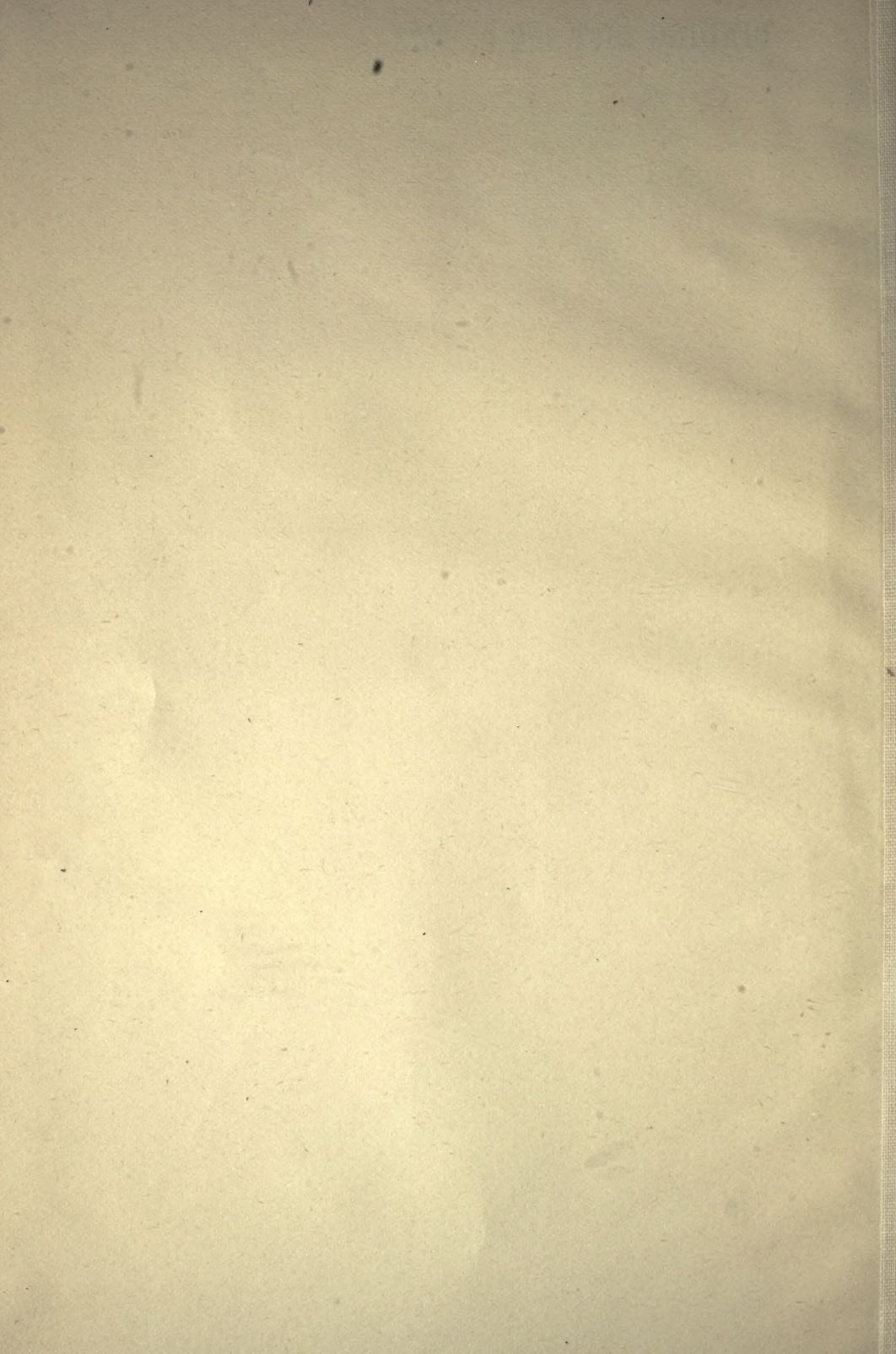
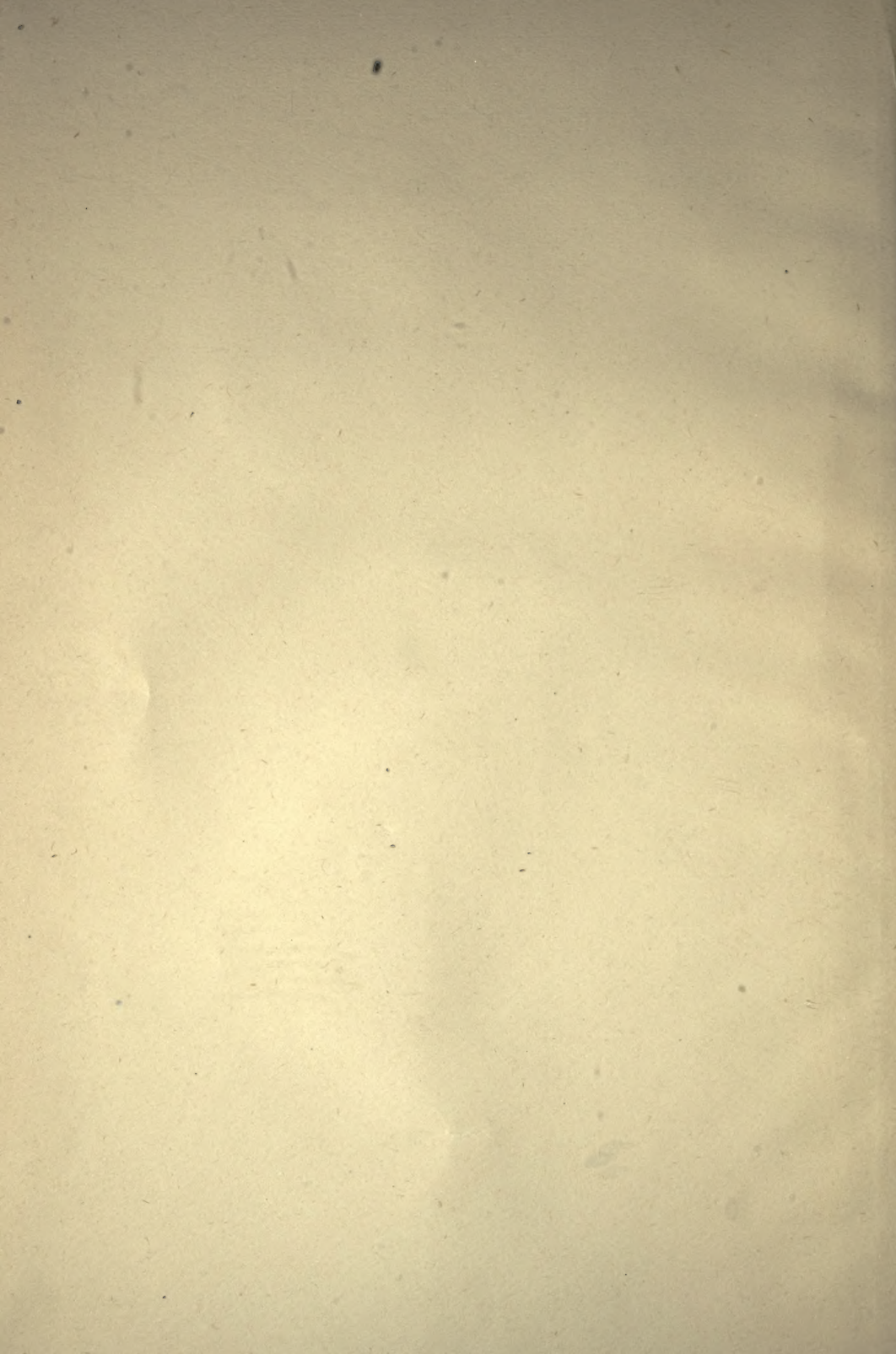


UNIV. OF
TORONTO
LIBRARY

BINDING LIST JAN 1 1922







MODERN LANGUAGE TEACHING

MODERN LANGUAGE TEACHING.

NUMBERS STILL IN PRINT.

VOL. I.—Parts 1 to 8. *Price 6d. each.* (Nos. 2 and 3 are a double part.) Complete volume, *Price 5s.*

VOL. II.—Parts 1, 4, 5, 6, 7, 8. *Price 6d. each.*

VOL. III.—Parts 1, 2, 4, 6, 7, 8. *Price 6d. each.*

VOL. IV.—Parts 1 to 8. *Price 6d. each.*

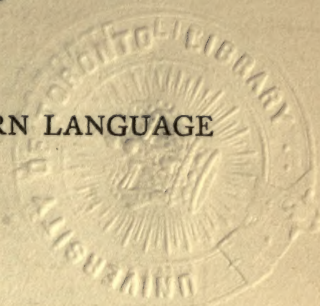
A. AND C. BLACK, 4, SOHO SQUARE, LONDON, W.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d. ; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year. Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W. ; and subscriptions to the Hon. Treasurer, Mr. R. H. Allpress, City of London School, Victoria Embankment, London, E.C.

PL 113.4

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE
ASSOCIATION



EDITED BY
WALTER RIPPMMANN

WITH THE ASSISTANCE OF
R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE AND
A. A. SOMERVILLE

VOLUME IV.

166386.
21.10.21

LONDON
ADAM AND CHARLES BLACK
1908



PB

1

M68

v. 4

CONTENTS

ARTICLES		PAGE		PAGE
Adenoids and Modern Language Teaching. H. Hagelin	-	16, 38	India, Modern Language Methods in. J. D. Anderson	- 233
Board of Education and Modern Languages, The	-	133	Institut Français pour Étrangers à Paris	- 213
Board of Education: Regulations for Secondary Schools	-	118	International Exchange of Children	- 180
Board of Education: Report for 1907	-	59	Literary Appreciation, The Use of Modern Methods of Teaching French and German with a View to Training in. Miss Purdie	- 135
Discussion Column: The Best Method of Public Examination and Inspection	-	58	Looking Forward	- 131
i. W. O. Brigstocke	-	86	Maison Universitaire de St. Valéry-s.-La	- 92
ii. H. L. Hutton	-	88	Modern (Foreign) Language Instruction in Secondary Schools, Report on the Conditions of	- 33, 65
iii. G. W. Samson	-	99	Modern Language Association: Annual Meeting, 1907	- 1
iv. H. W. Atkinson	-	101	Annual Meeting, 1908	- 247
v. G. F. Bridge	-	107	Meetings of Committees	- 25, 60, 90, 117, 155, 175, 214, 246
vi. H. S. Beresford Webb	-	109	New Conditions of Membership	- 175
vii. N. L. Frazer	-	145	Travelling Exhibition	- 91, 118
viii. C. H. S. Willson	-	147	Travelling Exhibition, Conferences at—	
ix. A. T. Pollard	-	149	Birmingham	- 157
x. E. C. Kittson	-	163	Ipswich	- 247
xi. J. G. Anderson	-	166	Leeds	- 157
xii. W. Rippmann	-	168	Sheffield	- 156
xiii. F. B. Kirkman	-	171	Modern Language Study in Scotland	- 198
Experiment in Method, An. F. B. Kirkman	-	201	Modern Language Teacher's Reference Library: History and Geography, Life and Ways	- 115
French Lessons at an Early Age. Miss E. C. Stent	-	244	Grammar, Idioms, Quotations, etc., Phonetics	- 151
French Pictures, Lantern Slides, and Songs, Some. Bessie H. A. Robson	-	204	Neuphilologentag at Hanover, The. H. G. Fiedler	- 177
French Plays and Songs in Schools. Miss Purdie	-	81	Next Step, The. E. C. Kittson	- 84
French Women Novelists of the Early Nineteenth Century. Amy Sayle	-	206	Scholars' International Correspondence, The	- 93, 249
German in English Schools, The Position of. E. L. Milner-Barry, H. W. Eve, K. Breul, G. C. Moore-Smith, H. W. Atkinson, W. Rippmann, Miss Lowe, Miss Purdie	-	68	Simplified Spelling, On. W. Archer and W. W. Skeat	- 227
German in Public Secondary Schools, The Study of	-	195	Société Académique, La	- 89, 251
German Plays at the Royalty Theatre. H. G. A.	-	119	Straying: A Confession. K.	- 112
German Scientific Society, Oxford	-	212	Translation, A Teacher of Classics on	- 150
Holiday Course Bursaries	-	180	Translation in the Teaching of Modern Languages, The Place of. F. B. Kirkman, O. Siepmann, W. Rippmann, W. H. Hodges, L. von Glehn, Miss Shearson, Miss Matthews, Lord Fitzmaurice	- 44
Holiday Courses	-	91	Translation, The Art of. F. Storr	- 3
Besançon	-	183	Vocabulary, Methods of Extending the Modern Language Learner's	- 236
Edinburgh	-	257		
Honfleur	-	91, 181		
London	-	31, 92, 192		
Neuwied	-	91, 183		
Santander	-	91		
St. Servan	-	186		
Teachers' Guild Courses	-	248		
Tours	-	91, 181		

	PAGE		PAGE
West Riding, Modern Language Work in the. Miss C. W. Matthews -	19	Edmunds, E. W. <i>The Story of English Literature</i> . Vol. I.: <i>The Elizabethan Period</i> -	28
Words or Pictures. J. Welton -	14	Edmunds, E. W., and F. Spooner, <i>Readings in English Literature</i> -	28
EXAMINATIONS			
Central Welsh Board -	211, 245	Erckmann-Chatrian. <i>Le Docteur Mathéus</i> . Ed. W. P. Fuller -	28
Oxford and Cambridge Joint Board, Lower Certificate -	111	— <i>La Bataille de Waterloo</i> . Ed. G. H. Evans -	253
Oxford and Cambridge Schools Examination Board, Higher Certi- ficate -	174	Feuillet. <i>Le Roman d'un jeune Homme pauvre</i> . Ed. J. Laffitte -	160
Annual Examination in German, conducted by the Sprachverein -	188	Fiedler, H. G., and F. E. Sandbach. <i>A Second German Course for Science Students</i> -	255
REVIEWS			
Almanach (Hachette) -	63, 252	Frazer, Mrs. J. G. <i>Le Chalet Porcinet French Song and Verse for Children</i> . Ed. Helen Terry -	123
Aynard, J. <i>La Vie d'un Poète</i> . Coleridge -	190	Goethe. <i>Égmont</i> . Ed. G. Frick -	125
Bacon. <i>Essays</i> . Ed. Mary A. Scott -	119	Gryphius. <i>Herr Peter Squenz</i> . Ed. S. H. Moore -	223
Ball, F. [G. <i>A German Grammar for Schools and Colleges</i> -	253	Hagelin, H. <i>British Institutions</i> -	252
Balzac, <i>Un Episode sous la Terreur</i> . Ed. C. F. Shearson -	253	Hainsselin, E. C. <i>Fleur de Neige</i> -	223
Barbier. <i>Iambes et Poemes</i> . Ed. Garnier -	222	— <i>La Belle au Bois Dormant</i> -	160
Beresford, L. P. <i>The Student's Ele- mentary Textbook of Esperanto</i> -	225	Heath's <i>Practical German Grammar</i> . By E. S. Joynes and E. O. Wessel- hoeft -	253
Bolland, H. <i>Eccursions en France</i> -	252	Heine. <i>Book of Songs</i> . Translated by J. Todhunter -	94
Browning. <i>Strafford</i> . Ed. H. George -	220	Heydtmann, I., and E. Keller. <i>Deutsches Lehrbuch für Lehrer- innen seminarien</i> -	125
Cambridge History of English Litera- ture. Ed. A. W. Ward and A. R. Waller. Vol. I. -	158	Hugo. <i>La Légende des Siècles</i> . Ed. G. F. Bridge -	222
— Vol. II. -	217	— <i>Waterloo</i> (from <i>Les Miser- ables</i>). Ed. A. Barrère -	28
Ceppi, M. <i>French Lessons on the Direct Method</i> -	68	— <i>Jean Valjean</i> . Ed. F. Draper -	253
Chateaubriand, <i>La Jeunesse de</i> . Ed. G. Goodridge -	253	Hulbert, H. H. <i>Voice Training in Speech and Song</i> -	61
Chaytor, H. J. <i>A First Spanish Book</i> -	225	James, D. M. <i>Passages for Para- phrasing</i> -	221
Chéron de la Bruyère, Mme. <i>La Fée d'aujourd'hui</i> -	252	Johnson on Shakespeare. Introduc- tion by W. Raleigh -	221
Chouville, L. <i>Trois Semaines en France</i> . Ed. D. L. Savory. Exercises by Miss F. M. S. Batchelor -	123	Kirkman, F. B. <i>La deuxième Année de Français</i> -	231
Coleridge. <i>Literary Criticism</i> . In- troduction by J. W. Mackail -	220	Laboulaye. <i>Poucnet</i> . Ed. F. W. Odgers -	253
Cury, C., et O. Boerner. <i>Histoire de la Littérature française</i> -	123	Lamartine. <i>Premières Méditations politiques</i> . Ed. A. T. Baker -	121
Daudet. <i>L'Équipage de la Belle- Nivernaise</i> . Ed. T. R. N. Crofts -	28	<i>Lectures pour tous</i> -	63
Daudet Reading Book, <i>The Alphonse</i> . By J. S. Wolff -	253	<i>Le Monde où l'on se bat</i> . Ed. B. E. Allpress -	253
<i>Der goldene Vogel, and Other Tales</i> . Ed. W. Rippmann -	96	Lessing. <i>Selected Fables</i> . Ed. C. Heath -	125
Deslys. <i>Le Zouave, La Montre de Gertrude</i> . Ed. A. Barbé -	122	Levi, H. <i>Easy German Stories</i> . Ed. L. Delp -	255
Dumas. <i>Aventures d'Artagnan en Angleterre</i> . Ed. K. Auchmuty -	121	Lloyd, R. J. <i>Northern English</i> -	121
— <i>La Bouillie de Miel</i> . Ed. P. B. Ingham -	253	Lucas, St. John. <i>The Oxford Book of French Verse</i> -	63
Du Planty, Mlle G. <i>La Cousin Gudule</i> -	252	Macintyre, D. <i>Sources and Sounds of the English Language</i> -	61
		Mackay and Curtis. <i>First and Second French Books, Teacher's Handbook to</i> -	124
		Maistre. <i>Le Lépreux de la Cité d'Aost</i> . Ed. M. Labesse -	122

	PAGE		PAGE
Margueritte, Paul. <i>Ma Grande</i> -	252	Alexander, Miss J. M. G. -	191
Mérimée. <i>Contes et Nouvelles</i> . Ed.		Andersson, Catherine -	192
J. E. Michell -	222	Anglo-Italian Literary Society -	225
Michélet. <i>Jeanne d'Arc</i> . Ed. S.		Baccalauréat, Statistics -	257
Charléty and K. Kühn -	122	Barnard, Francis P. -	192
Morax. <i>La Princesse Feuille-Morte</i> .		Birmingham, Professorship of Eng-	
Ed. A. P. Guiton -	122	lish -	256
Munro, W. A. <i>Charles Dickens et</i>		Board of Education, Library -	191
<i>Alphonse Daudet: Romanciers de</i>		Bombay, Elphinstone College, Eng-	
<i>l'Enfant et des Humbles</i> -	221	lish Professorship -	97
Musset, <i>Histoire d'un Merle Blanc</i> .		Bourdillon, F. B. -	130
Ed. A. P. Guiton -	253	Bowie, Daisy -	226
— <i>Pierre et Camille</i> . Ed. J. B.		Bray, A. C. -	64
Patterson -	253	Brooke, C. F. T. -	31
<i>Ogilvie's Smaller English Dictionary</i>	121	Budde, Erich H. -	193
Payen-Payne, de V. <i>French Read-</i>		Cambridge, Girton College, Scholar-	
<i>ings in Science</i> -	126	ships and Exhibitions -	129
Rands, B. R. <i>The Young Norseman</i>	221	— Hon. M.A. conferred -	129
Richards, S. A. <i>French Speech and</i>		— Medieval and Modern Language	
<i>Spelling</i> -	29	Tripot, Result -	160
Sand. <i>La Mare au Diable</i> . Ed.		— Milton Tercentenary -	129, 191
W. G. Hartog -	123	— Newnham College Scholar-	
— <i>La Mare au Diable</i> . Ed. M.		ships -	191, 226
Pease -	29	— Shakespeare Scholarship -	226
Schelling, F. E. <i>Elizabethan Drama,</i>		Chaytor, H. J. -	193
<i>1558-1642</i> -	219	Columbia University and the 'New	
Schiller. <i>Kabale und Liebe</i> . Ed. G.		Spelling -	32
Frick -	125	Darbshire, Helen -	32
Shakespeare. <i>Macbeth</i> . Ed. H.		Demant, T. -	226
Conrad -	62	Dictation in the Foreign Tongue	
— <i>Macbeth</i> . Ed. F. Moorman		(letter by M. Montgomery) -	216
and H. P. Junker -	190	Dublin, D. Litt. Degree conferred -	64
Sidney. <i>Apologie for Poetrie</i> -	120	Dukes, Irene C. -	192
Siepmann, O. <i>A Short French</i>		Dundee University College, Lecture-	
<i>Grammar</i> -	123	ship in English Literature -	31
Souvestre. <i>Remy le Chevrier</i> . Ed.		Durham, Armstrong College, New-	
E. Chottin -	253	castle, English Professorship -	226
Thémoïn, F. <i>French Idiomatic Ex-</i>		— Armstrong College, Newcastle,	
<i>pressions</i> -	124	Exhibition -	226
<i>The Practice of Instruction: A</i>		Edinburgh, Assistant Lecturer in	
<i>Manual of Method, General and</i>		Phonetics -	64
<i>Special</i> . Ed. J. W. Adamson -	119	Edinburgh, Endowment of French	
Thomas, C., and W. A. Hervey. <i>A</i>		and German Chairs -	257
<i>German Reader and Theme-Book</i>	125	Esperanto -	130
Tischbrock, L. M. de la Motte. <i>Der</i>		Fitzgerald, Miss R. -	257
<i>neue Leitfaden</i> -	125	Forster, A. B. -	193
Vigny. <i>Poésies Choiesies</i> . Ed. A. T.		Freund, J. -	32
Baker -	121	Friedrichs Gymnasium, Berlin,	
Weber, K. <i>Le petit Grandpère et la</i>		English made compulsory -	32
<i>petite Grand'mère</i> -	223	Gautier, Jules -	191
— <i>Scenes Enfantines</i> -	253	German, Professor Kirkpatrick on	
Wichmann, K. <i>Am Rhein</i> -	224	the Neglect of -	193
Williamson, W. <i>An Easy Poetry</i>		Gollancz, Professor -	226
<i>Book</i> -	97	Good Articles - 64, 98, 130, 162, 194,	253
Wilshire, H. <i>Essentials of French</i>		Greenock Academy, English Master-	32
<i>Grammar</i> -	124	Grunell, Doris -	226
Wright, J. <i>Historical German</i>		Hall, Joseph -	129
<i>Grammar</i> -	95	Harmer, Miss F. E. -	129
Wyld, H. C. <i>The Growth of English</i>	27	Henderson, Nellie -	129
— <i>The Place of the Mother-Tongue</i>		Hetley, Miss H. M. -	129
<i>in National Education</i> -	27	Hobbes (John Oliver) Scholarship -	160
		Hume, Martin -	129
NOTES, ETC.		International Visits Association,	
Aberystwyth University College,		Visit to Norway -	130
Assistant Lectureship in French -	226	Jackson, R. -	130

	PAGE		PAGE
Johnson, Miss F. C.	192	Oxford, Magdalen College, Senior	
Keeling, Miss	257	Demysip	31
Kemmis, Hubert B.	192	— St. Hilda's Hall, Tutor in	
Kendall, Miss L. D.	191	English	257
Kirk, Leslie C.	161	— St. John's College, Exhibition .	161
Lady Holles' School, Hackney,		— Somerville College, English	
French Play	32	Tutor	32
<i>Langues modernes, Les</i>	64	— Somerville College, Exhibitions	129
L'Entente cordiale, Scholarships	32	— Worcester College, French	
Littledale, Harold	64	Exhibition	193
Liverpool, Chair of Celtic . . .	191	— Worcester College, Scholarship	
— Gilmour Chair of Spanish . .	257	in Modern Languages	97
— Chair of Medieval Archaeology .	191	Pares, B.	257
— Chair of Russian	257	Plymouth College	193
London, Andrews Scholarship .	192	Poètes d'Aujourd'hui (letter by G. F.	
— Bedford College, Classes for		Bridge)	30
Teachers	257	Polyglot Club	32
— King's College, English Classes	226	Powell, Miss H.	193
— Lectures on Celtic	192	Prestage, Edgar	129
— Lectures on French Literature		Purdie, Miss F. M.	130, 162
and on Ruskin	192	Reading University College, German	
— Scholarships	192	Lectureship	130
— University College, John Oliver		Répétitrices, English	97
Hobbes Scholarship	160	Richey, Margaret F.	192
Lonsdale, H.	161	Roubaud, M., French Plays . .	257
Louth, King Edward VI. Grammar		Rowland, C. H.	226
School	193	Russian Travelling Studentship .	161
Lund, A. F.	192	St. Andrews, German Lectureship	32
Lycée Français, Le (letter by H.		— Lectureship in Phonetics .	130
Roudil)	29	St. Mary's College, Paddington .	193
McDougall, E. H., Obituary . .	130	Schaaffs, G.	32
Maidenhead Modern School, French		Selincourt, E. de	256
Master	161	Sheavyn, Miss	32
Manchester, Early English Text		Sheffield, German Professorship	32
Society's Prize	192	Shepherd, H.	193
— Lectureship in Middle Eng-		Smallwood, Edna	192
lish	129	Smith, David Nichol	192
— Special Lectureship in Portu-		Solden, Louise	192
guese	129	Soman, Miss M.	129
Marchant, Ella M.	192	Sonnenschein, Professor . . .	256
Mawer, Allen	226	Soutar, G.	31
Meyer, Kuno	191, 192	Southampton, Hartley University	
Mill Hill School	193	College, English Lectureship .	193
Milton's <i>Samson Agonistes</i> , Perform-		Spurgeon, Miss C. F. E. . . .	192
ance	191	Sterling, T. S.	193, 226
Milton Tercentenary	129	Storrs, F.	97
Nagpur, Morris College, English Pro-		Taylor, W. Braid	32
fessorship	64	'These Sort of Questions,' letter by	
North of England Education Con-		Jules Pingouin	216
ference	256	Answer by H. W. Atkinson . .	256
Norway, Visit to	130	Thomas, P. C.	257
O'Grady, Hardress	256	Thompson, T.	97
Oxford, Additional German Lecture-		Todd, Constance	130
ship	160, 193	Toller, T. N.	129
— English Readership	129, 192	Toronto, Upper Canada College .	226
Oxford, Hon. D. Litt. conferred .	129	Truelove, H. E.	193
— Honour School of English		Weightmann, Jane	64
Result	161	Whitechapel Foundation School,	
— Honour School of Modern Lan-		French and Spanish Plays . .	32
guages, Result	161	Whyte, J. D.	192
— Local Examinations, Esperanto		Williams, G. Price	161
added	130	Zouche, Doris de	129

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMAUN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 1

FEBRUARY, 1908

THE ANNUAL GENERAL MEETING.

LOOKING back on a good many Annual Meetings of the Modern Language Association, we can recall none that gave us more satisfaction than the last—on January 7 and 8. The attendance might have been better, it is true; but the abominable weather was largely responsible for that. The general level of the speeches was high, and everything went smoothly and in a business-like way. Much of the credit naturally belongs to Mr. Bridge, our unwearying Secretary.

The meeting really began on the Monday, for there was a very pleasant little function on the evening of that day. Members and their friends assembled in the hall of Queen's College for a friendly chat, diversified by some excellent music and recitations. It was with pleasure that we noticed the presence of M. Camerlynck and of Herr Kasten, representing the French and the German sister associations.

On Tuesday the proceedings began with reports on the progress of the Association. These were generally of a satisfactory character. The number of members (879) constitutes a record, and represents an increase of forty-eight during the year; £60 has been invested in Consols and

there is a balance to the good of £25; various committees have been and are doing valuable work; the travelling exhibition has been formed, and has started on its travels; and generally there has been keen activity. Let us hope that the present year will be as satisfactory as the last, so that we may have an equally good report next January at Oxford.

At noon our President, Mr. Storr, rose to read his address, and was greeted with well-deserved cheers; for it would be hard to exhaust the list of benefits he has conferred upon the Association. May we long be able to profit by his help and friendly interest. His admirable paper on The Art of Translation is given on another page; it was universally praised for its critical force and fine scholarship. Mr. Storr's own masterly renderings are familiar to many, and the knowledge that he was something more than a critic gave additional weight to his words.

At half-past two Mr. Milner-Barry opened a discussion on The Position of German in English Schools with a very able speech, delivered in his impressive and deliberate manner, so well adapted to driving home a truth. How we wished

the whole Board of Education had been there to hear him ! For it was the following resolution that he moved, and that was carried with only three dissentients :

'That this meeting, considering it desirable that greater encouragement should be given to the study of German in schools, urges the Board of Education to reconsider its policy that, when only two foreign languages are taught in a school, one must be Latin, unless good reason can be shown for its omission.'

The discussion was continued by Mr. Eve, Dr. Breul, and others. The neglect of German was deplored by all ; and it was generally recognized that in the great majority of State-aided schools it was impossible to teach more than two foreign languages, of which French would in most cases be one, and German or Latin the other. The action of the Board in urging the teaching of Latin practically drives German from these schools.

After an interval for tea and talk, Miss Matthews read a very good paper on Modern Language Work in the West Riding, which showed what rapid progress was being made in that enlightened part of the land. The paper appears in this number of MODERN LANGUAGE TEACHING. The results of the inquiry into the conditions of Modern Language Teaching were placed before the Association by Mr. Kirkman, who deserves the warm thanks of all for the hard work he has given to the troublesome task of summing up returns from 119 schools, and for the lucid way in which he has presented his results ; these will appear in our pages very soon.

Punctually at six the members dispersed, to reappear again at the Holborn Restaurant, where a choice, if not very large, company sat down to dinner. Mr. Storr presided, and among those present were Lord Fitzmaurice (the incoming President), Sir T. Barclay, Herr Kasten, M. Camerlynck, M. Lhoneux (representing the Belgian Association), Mr. Barton Kent (of the Entente Cordiale), and Mr. Hodgson (of the College of Preceptors). Canon

Bell (Principal of Queen's College) and Miss Harper (Warden of Queen's College) were unfortunately prevented from joining the company. Hardly any of the after-dinner speeches were felt to be too long, and some were distinctly good. Perhaps Herr Kasten, with his genial smile and his kindly renderings into English of what he had said in German, scored the greatest success.

Wednesday morning was devoted to the question of translation. Mr. Kirkman summed up the discussion that has been so well sustained during the last year. Mr. Milner-Barry read a letter from Mr. Siepmann on the subject. Mr. Rippmann also had something to say ; so had others. The whole discussion will be printed in our columns. Let it suffice to say that the members present were, with very few exceptions, thoroughly in favour of the reform method, and that the reformers realized once more how much their methods and their aims were misunderstood, and vowed that they would shout them from the house-tops until even the deaf should hear. The absence of Mr. Latham and the silence of his supporters made the 'discussion' rather one-sided, but it gave the reformers a welcome opportunity to state their case again.

In the afternoon Miss Purdie read an excellent paper on French Plays and Songs in Schools. Those who heard it, as well as those who did not, will be glad to know that it will shortly appear in our pages, with certain sections expanded.

The last item of our programme was a debate on certain resolutions on The Age for Beginning Languages, passed at a conference, held in 1906, of representatives of the Assistant Masters' Association, the Classical Association, and the Modern Language Association. They will be found in MODERN LANGUAGE TEACHING, vol. ii., p. 251, and vol. iii., p. 244. These resolutions are the result of a twofold compromise, for they are the best (from our point of view) that our representatives could obtain in conference with others whose outlook differed considerably from

theirs, and it is meant to apply to all kinds of schools. It is not surprising that only the first resolution, dwelling on the importance of a good English grounding, should have proved acceptable to the Association. The wording is as follows :

1. 'That before a scholar begins the study of a second language he should have developed some power of correct speaking and writing in English, and should have acquired some knowledge of the functions of words and of their grammatical relations to one another.'

The remaining resolutions were not accepted. To do so would have dealt another blow at German, by removing the possibility of making it the first foreign language, and would also have been inconsistent with the views expressed on the previous day with regard to German as the second foreign language. It would, further, have sanctioned the beginning of a second foreign language at eleven,

regardless of the fact that twelve is coming to be generally recognized as the boundary line, especially in State-aided schools.

The following resolutions were substituted and carried unanimously :

2. 'That, in schools where a classical and a modern language are both taught, the modern language should in all cases be taught first.'

3. 'That a second foreign language should not be begun until a sufficient standard has been attained in the first, which in most cases would require two years' study.'

4. 'That no age limit for beginning languages can be laid down which can be profitably applied to the various types of schools for boys and girls where one (or more) foreign language is taught.'

A vote of thanks to the Council and Committee of Queen's College brought to a conclusion a meeting to which all will look back with pleasure and satisfaction.

THE ART OF TRANSLATION.*

BEING of a conservative turn of mind, as are most men who reach my years, I have, in choosing my subject for a presidential address, been guided mainly by precedent. My distinguished predecessors in the office have all taken a subject, some with a direct and immediate bearing on the teaching of Modern Languages, and some in which the connexion was remote and not at the first blush apparent; but they have, one and all, like the Attendant Spirit in *Comus*, aspired to move 'in regions mild of calm and serene air,' to raise us above the 'rank vapours of our pinfold'—the schoolroom—nay, above 'the smoke and stir of this dim spot'—the conference hall. This ideal I shall endeavour to follow at a respectful distance, *hanc passibus æquis*.

At our last annual meeting at Durham

the subject that provoked the liveliest debate was the place of translation in Modern Language Teaching. It was introduced in an admirable paper by Mr. Latham; the discussion has been continued through the year in the columns of our monthly organ; it has overflowed into the present conference, and it will be consummated (I will not say concluded) in the resolutions to be moved to-morrow morning. In that debate I have no intention of intervening, nor should I presume to act the part of a judge, and sum up the arguments on either side before leaving the case in the hands of the jury. It is of 'Translation as an Art' that I propose to treat, without any reference to pedagogics, and I flatter myself that neither party in the suit will be able to reap any advantage out of my address.

It is right to forewarn my audience (if I may borrow a hint from *Eothen*) that this address will be quite unprofessional in its character. I have endeavoured to

* Presidential address at the Annual General Meeting of the Modern Language Association, January 7, 1908.

discard from it all valuable matter derived from books on method and cyclopædias of education, all display of 'sound learning and religious knowledge,' all useful statistics of child-study, local examinations, and University schools, and, most of all, all good moral reflexions; and I think that those who have the patience to hear me to the end will acknowledge that my efforts in this direction have been attended with great success.

On the prerogatives of translations (not of translation) in the history of civilization, in the education of humanity, I need hardly dwell. The Battle of the Books still rages. The extreme classicist still prefers to study natural history from Aristotle than from Darwin, and would sooner read Sophocles in Greek than Shakespeare in his native tongue. The extreme left of the modernists hold that translation is the Ahriman of language teaching, or, like Mr. Cobden, think that a single number of the *Times* contains more information than all the works of Thucydides. But these extremes would meet in acknowledging that by the transmitted wisdom of the ancients we are what we are, and that the transmitters of the lamp of life have been mainly the translators. I would go further, and say that, supposing all the masterpieces of the world, in their original tongues, collected into one library, and all the translations into another, if the dire necessity were put upon me to set fire to one or the other, I should elect to burn the originals. For, like Omar (some will add, like him, inspired with the ignorance of the fanatic), I should argue, 'Whatever is of use in these writings of Judæa, Greece, and Rome, has been preserved in translation.'

And lest I should seem overbold, let me shelter myself behind the broad shield of Goethe. Eckermann relates a visit paid to Goethe by a young English officer who had gone to Weimar to learn German (evidently a prototype of Lieutenant Woods). Goethe impressed on his visitor the importance of knowing German as a key to modern European literature.

French, as the language of society (he held), was essential; but as to Greek, Latin, Italian, Spanish, we can read the best works in these languages in such excellent German translations that, except for some special object, there is no reason why we should waste time on the toilsome process of learning tongues. 'There is no denying,' he added, 'that generally a good translation takes us a very long way. Frederick the Great knew no Latin, but he read his Cicero in the French translation, "ebenso gut als wir andern in der Ursprache." And perhaps the highest compliment ever paid to a translator was paid by Goethe. When in his old age he could no longer read his own *Faust*, he read it with renewed pleasure in Gérard's translation.'

It is only from a translation that we know the very foundation of Christianity—the words of our Lord, the parables, and the Sermon on the Mount. It was in a translation that the arts of Greece were first introduced into rustic Latium; and the worthy old dominie who rendered the *Odyssey* into rude Saturnians—'Virum mihi, Camœna, insece versutum'—deserves a red letter in the Comtist calendar. It was on translation that our 'morning star of song,' Dan Chaucer, tried his prentice hand, till he found himself, and far outstripped his French originals. It was from a translation—nay, a translation of a translation—that Shakespeare quarried the materials for his *Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*. Of Keats, with far more truth than of Shakespeare, it may be said that he knew small Latin and less Greek, and in an immortal sonnet he has amply paid his debt to Chapman.

I began by glorifying translations, but, before I proceed further and discuss the canons of the art, I am bound to meet the objections of sceptics who deny the possibility of translation in the higher ranges of literature.

In his *Life of Goethe* G. H. Lewes flings down a bold challenge to all the world of translators, which I, perhaps, am still bolder in picking up. He has been ex-

plaining why so many English men of letters have declared themselves disappointed with Goethe's *Faust*; why, for instance, Charles Lamb pronounced it a vulgar melodrama compared with Marlowe's *Doctor Faustus*. He finds a full explanation in the fact that Lamb read *Faust* in a translation, and so had not the real drama before him. From this particular instance he is led to the broad generalization that all translation of poetry is predestined to failure. 'A translation may be good as translation, but it cannot be an adequate reproduction of the original. It may be a good poem; it may be a good imitation of another poem; it may even be better than the original; but it cannot be an adequate reproduction; it cannot be the same thing in another language, producing the same effect on the mind.'

And Lewes hits on a most ingenious and telling way of establishing his thesis. Instead of arguing whether the version of Blackie, or Sir Theodore Martin, or Bayard Taylor is adequate or not, he takes a simple stanza of a simple English poem and translates it into *English*. Mickle's ballad is familiar to all readers of *Kenilworth*. Scott tells us that its music haunted him as a boy. The first stanza runs:

'The dews of summer night did fall;
The moon, sweet regent of the sky,
Silvered the walls of Cumnor Hall,
And many an oak that grew thereby.'

Of this Lewes gives alternative versions, one literal and one free:

'The nightly dews commenced to fall;
The moon, whose empire is the sky,
Shone on the sides of Cumnor Hall
And all the oaks that stood thereby.'

And more freely:

'Sweetly did fall the dews of night;
The moon, of heaven the lovely queen,
On Cumnor Hall shone silver bright,
And glanced the oaks' broad brows
between.'

Here, he exclaims, are translations which in another language would pass for excellent, would win school prizes and University medals. In the first the meaning, the metre, and most of the

words are identical, yet the difference in the whole is infinite. It is the difference between a garden rose and a wax rose. One shade the more, one ray the less, has half (nay, wholly) impaired the nameless grace. Assuredly neither translation would have haunted anyone. We might, it is true, contend that Lewes is loading the dice, not playing the game quite fairly, that 'sides' for 'walls' is a hopelessly prosaic word, and that 'commenced,' as here used, is an actual vulgarism; but, on the whole, we are bound to admit that he carries us with him, that the analogues of his versions in French or German, still more in Latin or Greek, where (fortunately for our classical prestidigitators) native criticism is impossible, would have passed as excellent. Admitting this, are we bound further to accept his sweeping generalization, and pronounce all verse translation either a fraud or a failure—a fraud if it alters even for the better the original, a failure if it attempts an exact copy? That is not the conclusion of the many, who would by Lewes be ruled out of court as unable to judge, nor do I think that he will convince the experts whom I am addressing to-day. After all, it is a question not of *a priori* reasoning, but of facts, and we can call in evidence at least one great poem (to which I shall recur) that both delights in English those who are ignorant of the original, and is pronounced a faithful transcript by those who can compare the two.

It seems to me that Lewes is dressing out as a striking paradox what is at bottom a barren platitude. It is obvious that directly we pass beyond the commonest objects of sense, the simplest actions and emotions of everyday life (and even before then), no language can exactly reproduce the single words, let alone the connected phrases, the rhythm, and harmony, of another language. Each language has its own *cachet*, its own idiosyncracies, its idiotism. Words are not counters, nor nuggets of gold or silver or copper. They are more like coins, each with its own image and superscription, for which an

exact equivalent can be found in a foreign coinage. But even that metaphor is inadequate; for a word not only bears a past history, like a coin or medal, but it is a living organism, ever taking to itself new accretions and shedding part of its substance. What is slang to-day may pass as standard English on the morrow: a nickname may be taken as the title of a great political party; a gross scurrility may become a term of endearment.

Take the commonest words you can think of in English—'boy,' 'girl,' 'friend,' 'to love'—*garçon, fille, ami, aimer* would seem at first blush the exact equivalents; but the schoolboy soon learns, to his cost, that they do not always match, and the adult translator knows, or ought to know, that to each word in either language there clings a whole network of associations, some obvious, some remote and only half perceived, to which he must attend at the risk of bathos or absurdity. Thus, to give a crude illustration, the incautious Frenchman may be betrayed into saying: 'I love that jolly actress,' and the next minute: 'I love little peas.' De la Place translated the title of the old play, *Love's Last Shift*, '*La dernière chemise de l'amour*.' The Englishman who is not forewarned may say of a *jeune ingénue*, without a suspicion of giving offence, '*C'est une fille*,' or of a matron's friend, if he happens to be a man of presence, '*C'est son bel ami*.'

Or take the parts of the body. As to dress among civilized nations, there is a general convention which varies little with time or place. But this convention, if I may coin the word, is only 'clothes-deep.' By a Frenchman *ventre, flanc, hanche* may be freely named in writing or conversation without a shade of coarseness or impropriety; but no Frenchman would mention his toes except to a surgeon or chiropodist. A typical instance of similarity, with a difference between French and English, is the word 'bowels.' Thanks to the Authorized Version, we can use the word in its metaphorical sense. We speak of 'bowels of compassion,' though our politer age would squirm at Fuller's de-

scription of 'Bloody Bonner, that corpulent tyrant, full of guts and empty of bowels.' Yet we cannot use 'bowels' as freely and significantly as the French use the equivalent *entrailles*; and when La Bruyère speaks of '*Ceux qui tirent des entrailles tout ce qu'ils expriment*,' we have to content ourselves with the far feeble metaphor 'from the heart,' and a phrase like '*donner des entrailles aux mots*' drives the translator to despair.

Semantics now forms a recognized branch of philology, and I have lingered too long on a topic that has been so brilliantly treated by Trench and Darmesteter. But, if single words are thus hard to render, when we pass to combinations of words, to phrases, sentences, and periods, the difficulty increases in geometrical proportion. Each word has, as we have seen, its own particular *nuance*, and, further, this shade of meaning is affected by the context. The translator has to consider not the just equivalent for each individual word, but the equivalent that will suit the context, and, when he has so far succeeded, the hardest part of his task still remains. He has so to rearrange or modify the words and phrases that the metre or rhythm or harmony of the whole passage at once satisfies the ear and at the same time is an echo of the original, or at least affects the foreigner in the same way as the original affects a native.

And at this point of my argument it may be noted that the truism or paradox of Lewes, which I took as my starting-point, cannot, as Lewes would have it, be confined to poetry. If poetry is untranslatable, so is prose—I mean, of course, literary prose. In this connexion, *The Elements of Euclid* is no more prose than tables of logarithms. Prose, I say—the prose of Milton or Hooker, of John Henry Newman or Pater, of Ruskin or Froude—has each a rhythm and modulation of its own—almost, if not quite, as hard to reproduce in another language as the rime or metre of Shakespeare and Milton, of Keats and Swinburne.

Let us, then, freely concede to Lewes

that a perfect translation of a poem is a chimera, impossible in the nature of things, and out-paradox Lewes by extending his thesis to prose. Are we, therefore, bound to accept his corollary—to allow that the *Faust* of Goethe must remain a book with seven seals to those who know not German, the *Agamemnon* to all but Greek scholars, the *Divina Commedia* without a knowledge of Italian, and, not less, Rabelais and *Don Quixote* to those who cannot read Old French and Spanish? The question answers itself. Whatever scholars may opine, the world of readers has returned an emphatic negative, and, as Mme de Sévigné said: 'Le public a bon nez et ne se méprend guère.' In Lord Avebury's 'Hundred Best Books,' in the various series of reprints that are issuing from the press, at least one-fourth of the books are translations.

We members of the Modern Language Association, of course, know Danish and Spanish (I don't myself, but I was born in the Dark Ages); but we all, young and old alike, read with delight Hans Andersen and Cervantes before we had mastered those beautiful languages, and it needs not a knowledge of Arabic to appreciate *The Arabian Nights*. And there is one book that all, whether clerks or laymen, read and study mainly in a translation. The Dean of Christ Church, who commended the study of Greek to his class on the ground that it enabled them to read the Oracles of God in the original and to look down from the heights of learning on the vulgar herd, belongs to a past generation; but, when at conferences I have listened to our clerical head masters extolling the superlative merits of a classical education on the ground, among others, that thus alone could the Scriptures be revealed to us; when, on two occasions, I have seen country parsons flocking to Cambridge to vote for compulsory Greek as though they were defending the ark of the Covenant—I should have liked to put to them the question: 'How many of you possess a Hebrew Bible; how many know even the Hebrew alphabet?'

Heaven forbid that before a Modern Language Association I should even seem to be depreciating the study of language, of Hebrew and Greek, any more than of French and German; but the old leaven of the Renaissance, the superstition of the elders, still lurks and works, and the study is imposed on pupils who cannot profit by it, and supported by arguments that will not bear examination. Masters of classical and of modern sides alike have not sufficiently recognized the use and worth of translation in education, and would do well to lay to heart the wise words of Goethe that I have quoted.

But, in spite of my professions, I find myself falling into the moralizing vein. I apologize, and revert at once to the brief that I have given myself, 'The Art of Translation,' and begin with the main point at issue, which even in Horace's day was a bone of contention—the question of literal or free translation.

Translation is an art, but it has very slowly been recognized as such, and in no art has theory lagged so far behind practice. Even now there is, so far as I am aware, no treatise on the art of translation that can take rank with a score of standard works on the art of poetry from Aristotle and Horace down to Lessing and Holmes. Even monographs such as Matthew Arnold's famous lectures on translating Homer are rare. The Greeks, who are not only our models, but our lawgivers in every other branch of art and literature, are here wholly to seek. They suffer from the defects of their qualities; they were *αὐτάρκες* and *αὐτάρκεις*, self-developed and self-contained. All that is best in modern art and literature is translated (in the broadest sense of the word) from the Greek; the Greeks themselves translated nothing.

I notice that, under the translation competition in *The Journal of Education*, the Prize Editor is often asked whether a literal or a free translation is demanded, and he, like a prudent man, declines to give a categorical answer; the version, competitors are told, must give the whole

truth of the original, and nothing but the truth, and must at the same time be idiomatic English—that is to say, must not read like a translation. This is a counsel of perfection to which no mortal can attain even in prose, let alone poetry; and I, being neither a prize editor nor a politician, am under no necessity to preserve this non-committal attitude. There is a plain issue between the literalist and the spiritualist schools, and I unhesitatingly take my stand on the text: 'The letter killeth, but the spirit giveth life.' And, if we would judge the two schools by their fruits, we could not select a more crucial instance for comparison than the Authorized and the Revised Versions of the New Testament, especially in their respective renderings of the Pauline Epistles and the Gospel of St. John. In the one we have the letter subordinated to the spirit; in the other the word-for-word rendering, the strictest adherence to the text as interpreted by the flower of Biblical scholars. I will read without comment a few alternative versions, and leave those who have ears to hear to decide whether, in each instance, there is not a *corruptio optimi*, a sacrifice of the spirit to the letter.

Authorized Version.

Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass, or a tinkling cymbal.

Charity never faileth: but whether there be prophecies, they shall fail; whether there be tongues, they shall cease; whether there be knowledge, it shall vanish away.

Revised Version.

If I speak with the tongues of men and of angels, but have not love, I am become sounding brass or a clanging cymbal.

Love never faileth: but whether there be prophecies, they shall be done away; whether there be tongues they shall cease, whether there be knowledge, it shall be done away.

Authorized Version.

For the creature was made subject to vanity, not willingly, but by reason of him who hath subjected the same in hope, because the creature itself also shall be delivered from the bondage of corruption into the glorious liberty of the children of God.

Revised Version.

For the creation was subjected to vanity, not of its own will, but by reason of him who subjected it, in hope that the creation itself also shall be delivered from the bondage of corruption into the liberty of the glory of the children of God.

Authorized Version.

And this is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent. I have glorified Thee on the earth: I have finished the work which Thou gavest Me to do.

Revised Version.

And this is life eternal, that they should know Thee the only true God, and Him whom Thou didst send, even Jesus Christ. I glorified Thee on the earth, having accomplished the work which Thou hast given Me to do.

Authorized Version.

And thou, Capernaum, which art exalted unto heaven, shalt be brought down to hell.

Revised Version.

And thou, Capernaum, shalt thou be exalted unto heaven? thou shalt go down to hades.

The pity of it is that enlightened people, clerics—and some among them scholars—don't know the difference; and while the Authorized Version (thank God!) still holds its own in the family and in the closet, from the lecturer we hear more commonly than not the Revised Version.

I have often thought what a mistake the revisers made in not co-opting as assessors to sit with them in the Jerusalem Chamber two or three masters of English—John Henry Newman, Froude, Tennyson. How different would have been the result! To make a perfect translation requires something more than exact scholarship; it needs *Sprachgefühl*, the literary sense, the ear attuned to harmony—inspiration.

I read in the newspapers that the Sacred College has undertaken a revised version of the Vulgate, and it is certainly high time; but His Holiness must beware of 'oppositions of science which is falsely so called.' Larousse, in the *Grand Dictionnaire*, tells us that the Vulgate is crammed full of blunders, and he instances two: 'Spiritus Dei movit super aquas' should

be 'un grand vent, ventus fortis'; and instead of 'It is easier for a camel . . .,' an absurd hyperbole, the Greek has 'a rope or cord.'

A literal translation is a copy, and nothing but a copy, *la peinture au décalque*, and *ex vi termini* must be inferior to the original. For a Raphael, a Rubens, a Reynolds we pay in thousands or tens of thousands; for a copy, in tens, or, at most, in hundreds of pounds. And yet a copy may be so good as to deceive all but the elect. But the analogy is not perfect, for the artist copyist works in *pari materia*. A translator is more like a sculptor set to copy the Venus of Milo in clay or plaster, or, it may be, in ivory or gold; but, whether the material be meaner or costlier, it is *different*, and the product must differ, and differ for the worse, in ninety-nine cases out of a hundred—the one happy hit or the freak of genius, when the greater man sets himself to copy the less.

A still closer analogy might be found in music than in the plastic arts. Tennyson most aptly addresses Milton as 'O mighty-mouthed inventor of harmonies!' Well, when I read *Paradise Lost* in Chateaubriand's translation I seem to be hearing an organ fugue played on the pianoforte; and when I read Heine's *Buch der Lieder* in Bowring's or Leland's version, I think of the *Songs Without Words* ground out on a barrel-organ or repeated on a gramophone.

There are the misses, more in number than the sands of the sea. Translation is like the proud lady in Aristophanes: 'Many were her lovers, but she gave herself to few.' And yet a record of favoured lovers would rival in length the latest *Life of George Sand*, and I must be content to select at random a few typical specimens.

My ignorance prevents me from comparing Fitzgerald's *Omar Khayyám* with the original *Rubáiyát*; but I have compared it with more than one literal version, and have little hesitation in pronouncing the English poem superior to the Persian.

It is, to recur to my analogy from music, as though melodies composed for the spinnet were rearranged for a grand piano.

Even higher as a pure translation, with nothing added and nothing omitted, I should rank Rossetti's rendering of Villon's immortal *ballade*:

'Tell me now in what hidden way is
Lady Flora, the lovely Roman?
Where's Hipparchia, and where is Thais,
Neither of them the fairer woman?
Where is Echo beheld of no man—
Only heard on river and mere—
She whose beauty was more than human;
But where are the snows of yester-year?

* * * * *

'Nay, never ask this week, fair lord,
Where they are gone, nor yet this year,
Except with this for an overword—
But where are the snows of yester-year?'

Note here in passing how a single word gives the key of the position. Had not Rossetti by a flash of inspiration coined or hit on 'yester-year'—it has a dying fall—he would not have succeeded. John Payne, 'an eminent hand,' has also attempted the *Ballad of Dead Ladies*, and egregiously failed. Instead of

'But where are the snows of yester-year?'
we have

'But what has become of last year's snow?'
and for

'Where's Héloïse, the learned nun?'
we have

'Where did the learned Héloïse vade?'
Il faut tirer l'échelle.

Equally perfect in its way, though not such a *tour de force*, is William Johnson's translation of the famous epigram of Callimachus:

'They told me, Heracleitus, they told me
you were dead;
They brought me bitter news to hear and
bitter tears to shed.
I wept as I remembered how often you
and I
Had tired the sun with talking and sent
him down the sky.

'And now that thou art lying, my dear
old Carian guest,
A handful of grey ashes, long, long ago
at rest,

Still are thy pleasant voices, thy night-
ingales awake;
For Death, he taketh all away, but these
he cannot take.'

It would be cruel to compare with this an alternative version by an eminent classical scholar who thought that Johnson had not done justice to the original, and that by a more literal translation he could reveal to us the true beauty of the Greek.

One more specimen, and that a fragment. Here is Clough's version of an Alcaic stanza of Horace:

'Eager for battle here
Stood Vulcan, here maternal Juno,
And, with his bow to his shoulder
faithful,
He who with pure dew laveth of Castaly
His flowing locks, who holdeth of Lycia
The oak forest and the wood that
bare him,
Delos' and Patara's own Apollo.'

This is a type of the happy accident, and the chief merit of Clough consists in seeing that, for once, a Latin exotic could be transplanted, roots and all, and flourish in English soil.

By way of contrast I will cite Du Bellay's *Song of the Winnowers*, 'an Italian thing transplanted into that green country of Anjou out of the Latin verses of Nangerius into French. The matter is almost nothing; the form is almost everything.' The matter, the Latin elegiacs, you will find in Masson's *Lyre Française*; of the form, the Old French of Du Bellay, I can give you only a feeble echo:

'Ye frolic airs that fleet
With music in your feet
O'er sea and land,
Rustling the leafy shade,
Rippling the woodland glade,
Light-winged band!

'Lily and rose I bring;
Look on my offering,
Violets and roses.
Violets all wet with dew,
Pinks and carnations too,
Fresh gathered posies.

'Airs from the summer sea,
Breathe over lawn and lea,
Fan my retreat.

The while I toil amain,
Winnowing the golden grain,
Through the day's heat.'

I have chosen these four specimen somewhat at random. Few and brief as they necessarily are, I hope they may serve to convince you that Lewes's paradox is one of those half truths that is always worse than a lie. I choose them without *arrière pensée*; but it happens, as you will have observed, that all four are by poets. Are we not justified in drawing the inference that poetry can be adequately rendered only by a poet—a poet, that is, either *in esse* or *in posse*? Let us hear the canon of translation laid down by Rossetti himself: 'The life-blood of rhythmical translation is this commandment that a good poem shall not be turned into a bad one. The only true motive for putting poetry into fresh language must be to endow a fresh notion as far as possible with one more possession of beauty. Poetry not being an exact science, literalness of rendering is altogether secondary to this chief law. I say literalness, not fidelity, which is by no means the same thing.'

And let those who think themselves *in posse* take to heart this confession of Victor Hugo which I am bound to quote, though it flatly contradicts my main contention: 'Je déclare qu'une traduction en vers par n'importe qui me semble une chose absurde, impossible et chimérique. Et j'en sais quelque chose, moi, qui ai rimé en français (ce que j'ai caché soigneusement jusqu'à ce jour) quatre ou cinq mille vers d'Horace, de Lucretius, et de Virgile.'

Every modern translator has tried his hand on Heine's lyrics, but the wise have followed the example of Victor Hugo and kept them *in scrinio*.

Time forbids me from giving more than two illustrations of Rossetti's canon of fidelity as opposed to literalness, drawn from longer poems. The first I will take from Coleridge's *Wallenstein*. The lines are doubtless familiar to most of you, but I myself never tire of hearing them repeated:

'The intelligible forms of ancient poets,
 The fair humanities of old religions,
 The power, the beauty, and the majesty,
 That had her haunts in dale or piny
 mountain,
 Or forest by slow stream, or pebbly
 spring,
 Or chasms or watery depths—all these
 have vanished.
 They live no longer in the faith of
 reason !
 But still the heart doth need a language,
 still
 Doth the old instinct bring back the old
 names ;
 And to yon starry world they now are
 gone,
 Spirits or Gods that used to share this
 earth
 With man as with their friend ; and to
 the lover
 Yonder they move, from yonder visible
 sky
 Shoot influence down ; and even at this
 day
 'Tis Jupiter who brings whate'er is
 great,
 And Venus who brings everything that's
 fair.'

The first six lines, as you are doubtless aware, are an interpolation for which Coleridge found no hint in the German. Yet they are no purple patch sewn on to an old garment. Coleridge has, as it were, put on the singing robes of his master ; he is the Miranda who takes Ariel's lute, and as he plays the same melody in another key, there comes a *Nachklang*, a variation of the original theme, a softer, sadder, sweeter harmony.

For my second illustration I will choose a rendering of Horace by Dryden. He calls it a paraphrase, 'a paraphrase in Pindaric verse,' and it stands at the opposite pole to the literal translation ; but if I wished to convey to an English reader an idea of Horace's genius, of his *curiosa felicitas* (an untranslatable phrase, by the way), of his sublimated common-sense philosophy, never so well expressed in poetry before or after, I should refer him, not to the Clough fragment, still less to Milton's 'What slender youth . . . ?'—that is only half hatched, and bits of the shell still stick to the chick—but to Dryden's paraphrase of Ode I. 29 :

'Fortune that with malicious joy
 Doth man her slave oppress,
 Proud of her office to destroy,
 Is seldom pleased to bless :
 Still various and unconstant still,
 But with an inclination to be ill,
 Promotes, degrades, delights in strife,
 And makes a lottery of life.
 I can enjoy her while she's kind,
 But when she dances in the wind
 And shakes the wings and will not stay,
 I puff the prostitute away.
 The little or the much she gave is quietly
 resigned ;
 Content with poverty, myself I arm,
 And virtue, though in rags, will keep
 me warm.

'What is't to me,
 Who never sail in her unfaithful sea,
 If storms arise and clouds grow black,
 If the mast split and threaten wrack,
 Then let the greedy merchant fear
 For his ill-gotten gain,
 And pray to Gods that will not hear
 While the debating winds and billows
 bear

His wealth into the main.
 For me, secure from Fortune's blows,
 Secure of what I cannot lose,
 In my small pinnacle I can sail,
 Contemning all the blustering roar
 And running with a merry gale,
 With friendly stars my safety seek
 Within some little winding creek,
 And see the storm ashore.'

The last quotation raises an important question, at which I can only glance. Ought the translator of verse to follow, or, where this is impossible, to attempt to reproduce the metre of the original, as Milton and Clough have done, or is he at liberty to choose his own metre and turn Horace's *alcaics* into 'Pindaric verse' like Dryden ? No universal canon can be laid down ; each case must be tried on its own merits ; but I will make bold to submit a few practical observations.

Any attempt to naturalize a metre that is alien to the genius of the language is predestined to failure. This may seem a platitude, and remind some of you of the old epigram about treason ; and I allow that in most cases it is only by experiment that we can determine whether or not the language can be adapted to a foreign metre. Yet I think there are cases where we can pronounce *a priori* that a metre is an un-

transplantable exotic. Thus, alliterative verse, though native to the soil, is now extinct, and no one would dream of reviving the metre of

'In a somer seson whan soft was the sonne.'

Again, any attempt to write quantitative verse in English is absurd, and even a true poet like Dr. Bridges fails egregiously when he essays it. In saying this I am not prejudging the question of English hexameters. This is far too vexed and intricate a matter for me to embark on when I am almost reaching my tether. All I would remark is that English hexameters, whether good or bad, are accentual, not quantitative. Take the much-admired distich of Coleridge (an excellent translation of Schiller):

'In the hexameter rises the fountain's
silvery column,
In the pentameter aye falling in melody
back.'

Turn this into Latin and observe the metrical effect:

'Surgit in hexametro versus argenteus
amnīs,
Usque loquax fluit in pentametro retro
fons.'

My hexameter may pass because I have failed to find a Latin dactyl that would correspond to 'in the hex-,' but a fourth-form boy would be swished for showing up such a pentameter.

This leads me to another observation. In judging of the appropriateness of any metre as a medium of translation, fragments are a very inadequate test. Matthew Arnold seems to me to have fallen into this error when he pronounced in favour of English hexameters as the best metre for translating Homer, misled by a brilliant fragment of Dr. Hawtrey:

'Clearly the rest I behold of the dark-eyed
sons of Achaia.'

So, too, the specimens that F. W. Myers gives us in his essay on Virgil might persuade us that the heroic couplet is the metre for rendering the *Æneid*. What can be more perfect than—

'Tears calls for tears, and honour honour
brings,
And human hearts are touched by human
things.'

'Thrice in high heaven with dimmed eyes
wandering wide,
She sought the light and found the light
and sighed.'

Yet I cannot doubt but that we should thus be led to a wrong conclusion, that the 'long roll of the hexameter' can as little be conveyed by the metre of Pope and Dryden, as by the ballad metre of Scott, *testis* Conington.

One would have said that this metre is even less fitted for translating a Greek tragedian, but then comes Mr. Murray with his translation of the *Hippolytus* and *Medea* (not, it is true, in the couplets of Pope, but the freer measure of Keats and Morris), and takes the town by storm, demonstrating the danger of all *a priori* judgments.

We may apply the same general law to metre as to language. We must catch the spirit, and a literal transference is 'faith unfaithful, falsely true.' Who, for instance, would think of rendering Greek iambic verse or the common French metre into English alexandrines? Browning's failure in his *Agamemnon* shows that the attempt is desperate. So, too, Tennyson's experimental alcaics seem to me but a partial success.

'And bloom profuse and cedar arches'

does not represent the normal

'Cum flore, Mæcenas, rosarum.'

I cannot but think that the original metre of the lines to F. D. Maurice and *The Daisy* convey far more closely to an English reader the metrical effect of Horace. You must not judge of its capabilities by the following halting experiment—the last four stanzas of the *Regulus* Ode:

'He turned him from his wife's embrace,
His clinging brood, as in disgrace,
(So runs the legend) and austere
Bent on the ground his manly face.'

'Nor swerved he from his grim intent,
Till to his will the Senate bent,
And girt about by mourning lovers,
Eager the self-made exile went.

'Well knew he what before him lay—
The rack, the wheel—yet not less gay
He thrust aside beseeching kinsmen,
And 'mid the fond crowds forced his way.

'Than, if the day's long business o'er,
A lawyer, through the crowded door
He hied for some Venafran villa
Bound, or Taranto's Greek-built shore.'

There are in the English language some half-dozen great unrimed lyrics—not more, if so many—and these rarer exceptions prove the general rule as laid down by George Meredith. 'In lyrics the demand for music is imperative, and, as quantity is denied to the English tongue, rimes there must be.' We must accept, too, his rider—that the weakness of English in dissyllabics puts out of bounds for the translator much of Heine, and, we may add, of the greatest German and Italian poetry. The correlative truth was forcibly expressed by Goethe: 'Wenn man die schlagenden einsilbigen Worte der Engländer mit vielsilbigen oder zusammengesetzten deutschen ausdrücken will, so ist gleich alle Kraft und Wirkung verloren.'

One more general observation. Verse must be rendered by verse, and I wholly dissent from Mr. Andrew Lang's dictum that a prose translation of the *Odyssey* must convey the meaning of Homer more faithfully than could any verse translation. If we are studying the Lucretian philosophy, we consult Munro; but who by reading Munro's prose translation would discover that Lucretius is a great poet? If I wanted to give a Greekless modern side a notion of the genius of Sophocles, I should set them not Jebb, but Whitelaw. And, if I may express my own private opinion, I believe that the best medium for translating, not only Greek tragedies, but the Greek and Latin epics, will be found after all to be blank verse. It is *par excellence* the English metre of infinite

variety, plasticity, and adaptivity. It can creep, as in—

'A Mr. Wilkinson, a clergyman.'

It can thunder, as in—

'Ruining along the illimitable inane.'

It can ripple, as in—

'So they were wed, and merrily rang the bells.'

It can wail, as in—

'Thea, Thea, Thea, where is Saturn?'

Lastly, translation is not, like science, a series of ascending stepping-stones. Of no translation can we say that it is a *κρῆμα ἐς δελ*. Each age demands its own interpreter. Homer has one message for the eighteenth century and another for the twentieth; and if even Tennyson had fulfilled his intention and left us a translation of the *Aeneid*, I doubt whether it would have lasted on as the authorized version of Virgil in the two thousands. We may bind our Proteus, and think we have wrested from him all his secret. And the inspired Aristæus of the age may succeed in hiving his swarm, so that 'out of the strong there came forth sweetness.' But *his* generation passes; the bees have flown, the Old Man of the Sea is 'resolved into his primal figure,' and Dryden seeks again to bind whom Addison had loosed. A Courier rewrites Amyot, North translates through Amyot, is supplemented by Langhorne, and is in turn refurbished by Clough. 'Italiam sequimur fugientem,' islands of the blest,

'Whose margin fades for ever and for ever
as we move.'

And yet it is no *ignis fatuus*, no mocking mirage, that allures. To few of us is it granted to hand down the lamp of life; but in this race, as with the beacon fires which carried the news of Ilium's fall from Ida to Argos, first and last are alike winners, and they who fail to be a light to others are in the endeavour themselves enlightened, warmed, and comforted. The humblest and least successful of her train, though his efforts be but a flicker of the dying lamp, can invoke this solace of

old age, the friendship that is constant to the end, when the ideals of youth have one by one departed, the *Beschäftigung* of Schiller :

'And bring thy sister, sweet Employ,
Who stills, like thee, the troubled
breast,

Toils slowly, yet can ne'er destroy,
And never irking knows no rest ;
Who only grain by grain can set,
To build the dome the Eternal rears,
But from life's overwhelming debt
Erases minutes, days, and years.'

F. STORR.

WORDS OR PICTURES?

IN his article on this subject in the November number of MODERN LANGUAGE TEACHING, Mr. Chaytor raises a question to which, I believe, sufficient attention has not been paid in discussions on modes of teaching languages. It is just one of those points on which modern psychology is able to give that kind of general guidance and warning against error which is all that the practical teacher can with reason demand from a general science, 'exact' or inexact. That for over a quarter of a century I have been a student of the educability of human minds—or, if the reader likes, of the psychology of education—is my only excuse for offering a brief contribution to the subject.

Mr. Chaytor says: 'One of the first questions which presents itself is an inquiry whether we think in pictures or in words. . . . I myself, and, I believe, the majority of educated men, think in words, and, moreover, in printed words.' May I venture to suggest that the statement of alternatives is both deficient and wanting in precision? A more accurate enunciation would be, 'think in pictures of things, in pictures of words, in words imaged as heard, in words imaged as uttered,

or in various combinations of two or more of these modes.' The number of variations included under the last alternative is incalculable if account be taken of degrees of emphasis. But for practical purposes this may be disregarded, for each such combination is dominated—at least in the great majority of cases—by one of the four modes specified, and may, therefore, be classed practically under such mode, so long as it be borne in mind that the other modes are usually operative, though in a less degree.

Now, very numerous inquiries indicate that the vast majority of people—young and old—think in this mixed way. (Of course I am using the word 'think' in the wide and untechnical sense.) The number who have very definite pictures of things, *and nothing else*, in their minds is very small—and happily so, for that way madness lies: pictures standing alone are not far removed from delusions. (Equally small is the number, amongst whom I myself must be placed, who can get no visual image whatever, either of thing or of word.) The number who *hear* words is more considerable, and this is specially the mark of the musician; but here again,

were this the *only* form taken by thoughts, delusion would not be far off. These 'sensuous' modes of 'thinking' are, then, auxiliary, and each by itself is dangerous in an extreme form. Moreover, sensuous images, especially those of sight, deal essentially with perceptual experience, and cannot by themselves rise into that conceptual activity to which the name 'thought' strictly belongs.

The thinking in words uttered—*i.e.*, the experiencing of incipient utterance as the accompaniment of thought—is more common even amongst children than is frequently supposed. Its presence is hidden by the greater immediate prominence of the visual images of the things, which in a more or less vivid form frequently accompany it, especially with those who, like young children, live a predominantly perceptual life.

The neglect of this was one of the most serious defects of the 'old' method of teaching languages, whether modern or ancient; and one of the most striking improvements made by the newer methods is due to the thorough exercise it gives to speaking by the pupils, and thus to gaining the perceptual experience which this 'motor' form of imaging reproduces. That such motor imaging allies itself most readily with visual images of words in every mind which is familiar with words as printed or written goes without saying. Possibly, if Mr. Chaytor analyses a little further what goes

on in his own mind, he will find that his imaged 'printed words' are accompanied or sustained by incipient utterances; at any rate, that is the most common experience of the many of whom I have made inquiries respecting this matter.

Unless some form of word-imaging combines itself with vivid visualization of things, the phenomena of mental arrest must ensue; for, as has been already remarked, the visualization of things cannot pass beyond the particular. Even with young children, then, to make this visualization of things (including simple 'actions' under that term), the essential foundation of language teaching seems to be an error, because it fails to provide the readiest means of advance in range and generality of thought, and because, in the great majority of normal minds, it places the accidental accompaniment in the place of the fundamental process. The aim of intellectual training is to make the perceptual the stepping-stone to the conceptual, and the conceptual can only be reached when words take the place of 'things' as intellectual counters.

Mr. Chaytor's problem, then, 'Does the learner think in pictures or in words?' needs to be interpreted in the way set forth in the beginning of this article. Whether the words be seen, heard, or perceived in incipient utterance, they must be utilized, and *even as words* made the essential feature in any method which aims at true intellectual training. But whether they

are seen, or heard, or uttered makes all the difference to the success of any given piece of teaching. So when Mr. Chaytor says, 'Does the learner think . . . ?' I would insist that 'the learner' must be interpreted *individually*. Probably in a given class every pupil will think more or less in every form, but one form will be dominant in each individual mind, and the others only auxiliary. Unless the teaching appeals to the dominant form, the result attained is sure to be disappointing. And I believe many cases of partial failure with individuals may be

explained by the fact that the lessons have too persistently ignored one of the characteristic modes of imaging, assuming—as seems to be frequently done—that, because young children can generally visualize things more or less distinctly and vividly, they therefore 'think in' those images. In truth, normally the images only vivify and add attractiveness to thoughts whose real supporting line of imagery is in the neglected, because more obscure, train of incipient utterances.

J. WELTON.

ADENOIDS AND MODERN LANGUAGE TEACHING.*

As a pathological fact the hypertrophy of the pharyngeal, or, as it is called, the upper or third tonsil, to differentiate it from the faucial ones, is no longer a secret to medical science. Some thirty-four years ago it was discovered, or at least first discussed thoroughly, by the Danish physician Dr. Wilhelm Meyer, and its nature has since been made clear by a long series of investigators, many of world-wide fame.

With another term, which, it is true, does not cover the same idea exactly, this lesion has been called adenoids or glandular growths. All authors who have written on adenoids have also treated of their pernicious effects upon respiration, hearing, speech, and common intelligence.

But if these facts are well known to science, are they also well known to all who practise the medical profession? Is it not principally the advanced cases, with symptoms obvious to any observer, that

are examined or treated? Does the medical help come up to the frequency of the cases recorded (*e.g.*, from some 12, 13, or 16 per cent. up to 30 or 35 per cent., out of a number including from 1,000 to 7,000 children compared below)?

Above all, are these facts known, or known as they should be, to the teaching world, to educational authorities in general? and does there exist, not only on paper, a due co-operation between medical men and teachers? Of course, in the great centres—in London, Paris, Berlin, Copenhagen, Stockholm, New York, etc.—such a co-operation may be found to a greater or lesser extent; but you must pardon me, layman as I am, if I maintain that, at least to judge from experiences in my own country, these questions must be answered in the negative.

At the most, the great majority of teachers may have heard the word mentioned; but have they had their attention directed to the extreme importance of the pathological facts to which I have just referred?

Every teacher, and, for reasons to be

* This paper was read at the International Congress on School Hygiene in August, 1907. The author, Dr. Hagelin, of Nyköping, Sweden, is a distinguished Modern Language teacher and phonetician.

detailed more particularly below, especially every teacher of modern languages, should know the most essential anatomical and pathological facts as regards adenoids, for the very simple reason that ignorance of these facts will interfere greatly with the results he or she aims at, and with the way and method in which these aims are to be realized.

To sum up these facts : teachers should know—

That the pharyngeal tonsil is located close to the back part of the nose cavity in the cube-shaped highest portion of the pharynx, or the upper part of the œsophagus. This upper tonsil is part of the lymphatic tissues extending over the tongue root, over the back of the soft palate, and centring in the faucial tonsils and in the pharyngeal tonsil itself ;

That its physiological task, very likely, is that of a safeguard against micro-organisms threatening the human body from the air breathed through the nose. Leucocytes, the defenders of the human frame against virulent invaders, are held in the meshwork of the lymphatic tissue of this tonsil, as in that of the other ;

That its normal size varies according to the size of the pharynx ;

That its anatomical structure is rich in bloodvessels ;

That, owing to hereditary disposition or to the invasion of pathogenous microbes taken in with the air, with the food, or in other ways, these bloodvessels may develop in divers directions to such an extent as to fill up the whole epipharynx, and thereby shut off the access of air at one side to the nose and at the other to the Eustachian tube ;

That this hyperplasia or enlargement, very likely originating in the overstrained function of the organ, sometimes makes the tonsil of a child, seven to ten years old, the size of a walnut ;

That a relatively slight hypertrophy in some cases may be enough to produce as disastrous effects as a considerable one ;

That, at the age of puberty, up to some

twenty years or even later, it will gradually disappear, but not without leaving its traces in a retarded physical or mental development ;

That this enlarged tonsil often is the nest of the bacilli of tuberculosis and diphtheria ;

That its deteriorating effects upon the human frame consist :

(a) In making respiration through the nose partially or totally impossible, by blocking the posterior nares or the normal passage of the air through the nose to the lungs, and by necessitating respiration through the mouth with a less satisfactory oxygenating of the blood. The most frequent symptom of adenoids, therefore, is the open mouth with the dull and stupid facial expression, the large distance between the eyes, the snoring sleep, interrupted by frightened cries—all these symptoms, not to mention others, being consequences of the insufficient respiration through the mouth. The symptoms are found in young children and also in grown-up persons. Adenoids may be, and often are, present without them in young persons of fifteen to seventeen years who have conquered the habit of mouth-breathing. Mouth-breathing and mouth-breathers are, therefore, no adequate terms for adenoids and sufferers from this derangement.

(b) In causing defective hearing (which may range from total deaf-muteness to varying hearing) by blocking the Eustachian tube.

When suffering from a cold in your head, you will have an experience of that kind. There is a feeling as if something is filled up in the nose cavity or in the pharynx, the air pressing on the tympanic membrane only. On blowing your nose you will hear something like a weak report in the ear, when the air gets access to the tube. The enlargement of the upper tonsil practically has the same effect as a trap-door set to one entrance to the ear.

Hence the great mental importance of adenoids. Since man receives by far the greater number of mental impulses from his surroundings chiefly by the ear, one of the first conditions for a normal develop-

ment of his brain-power is a healthy organ of hearing. Thousands and thousands of men and women are lagging behind in life, because they have lost, or never had, that advantage. Here the pedagogical, and more than that, the great social importance of the question comes in.

(c) In causing defective, half-infantile speech.

Defective hearing and shutting of the nose-passage would be quite enough to explain defective speech, as an insufficient perception of sounds leads to an ineffective and, as it were, tentative innervation.

To the shut nose-passage are due the substitutions of *b, d, g*, for *m, n, ng*—*e.g.*, 'sabbe dight' for 'summer night.'

(d) In lowering the ordinary intellect and the faculty of concentrating thought upon a fixed subject.

It has been shown by A. Key and G. Retzius that there exists a close connexion between the lymphatic vessels of the nose-cavity and those of the meningeal spaces. Tuberculosis may thus often be transferred from the upper tonsil to the meninges. If this is so, it is obvious that there is an intimate correlation between all conditions of health of this tonsil and the meninges, one of the highways of brain-life.

No wonder, then, that the so-called *aproxia*, or lack of attention, as the school term runs, the inability of following, *e.g.*, an oral lesson, and in general of concentrating thought upon a subject, should be one of the most conspicuous symptoms of adenoids.

Now, all these serious consequences of adenoids, many of them life-risks, may be totally, or at least partially, avoided by removing the upper tonsil.

Medical science does not demand their removal in all cases of enlargement. There is even a theory the aim of which is to restore the whole constitution by fresh air and a good nutrition. In all cases where the hearing is seriously interfered with, the tonsil had better be removed.

The only trustworthy diagnosis is said to be by digital palpation, or feeling with

the finger. Another is by the use of the rhinoscope or nose-mirror.

The method of removing adenoids usual in our country is by means of the ring-knife invented by Dr. Beckmann. In the hands of an experienced and careful physician the operation itself is without real danger—connected with some discomfort at most. After some hours of rest the pupil will be able to resume work.

This operation should take place at the early age of seven to ten years. If the adenoids are removed later the operation will no doubt be useful, but it is said not to prevent the over-development of the turbinate bodies which will have a similar effect to the enlargement of the tonsil itself, as it necessitates oral respiration.

It may be added that relapses are likely to occur, but that with great advantage the pharynx may be scraped in order to rid it of fresh growths.

If one of the first duties incumbent on school is, within the scope of its work, to carry on the mental training of the pupils to such a point as to make them men and women fit for life's struggle and able to take care of their physical welfare, which is at once fundamental for individual success and social prosperity, it goes without saying that school is responsible for all mistakes arising from the neglect of this impediment to progress in school and life—adenoids.

It is, therefore, self-evident that teachers should try to acquire a thorough knowledge of their pupils, if possible, from the point of view briefly sketched above.

An examination for the presence of adenoids should, therefore, be made compulsory in the case of all children when entering a school, whether it be a public or a private school, whether elementary or secondary, whether for boys or girls.

If we insist on examination we must, of course, also insist on treatment.

For reasons referred to above, not only cases where adenoids are now present should be examined and recorded, but also all such cases where they have been present, but removed, should be registered; first,

because they may recur; in the second place, because, as stated already, they may have left traces producing a defective hearing, as bad as adenoids themselves. It is the faculty of hearing all teachers are interested in, and they have a right to claim that a test should be applied whether it is normal or not.

Without that knowledge they will build on sand. I am afraid that at present only suspected cases obvious to all are sent to the doctors; but, as has been pointed out, in many patients the usual external symptoms do not appear and the physiological ones, defective hearing and speech, are mostly overlooked, or explained as if they were due to feeble-mindedness only, by the great majority of teachers whose attention has never been directed to adenoids.

It will interest readers of this paper to know that Stockholm can boast of such compulsory examination and treatment (if found necessary).

Since 1905 three specialists for the diseases of the ear, nose, and throat have been attached to the Board-schools of our capital.

'These specialists are required to examine every child in the second course (about eight years of age) at the beginning of every school term, and also all the newcomers in the higher courses, provided they have not previously attended any public elementary school. They must also examine all children who are sent to them in term-time by the ordinary medical officer, or by the head teacher, for special treatment of the ears, nose, and throat.'

In 1905, 3,495 children were examined :

Of these, 456, or 13·8 per cent., suffered from enlargement of the upper tonsil; 470, or 14·3 per cent., showed enlargement of the faucial tonsils; 257, or 7·8 per cent., showed defective hearing; and 60 per cent. were treated.

In 1906, 3,907 were examined: 468, or 12 per cent., suffered from adenoids; and 590, or 15 per cent., from enlargement of the faucial tonsils; 420, or 10·8 per cent., from defective hearing; and 65 per cent. were treated.

Of isolated examinations for the presence of adenoids made in Sweden before 1905 may be mentioned one in 1894, when Dr. Stangenberg examined some 2,500 children, 10 per cent. of whom suffered from adenoids. Among the 2,500 there were 1,250 Board-school children, in whom the percentage of adenoids was as high as 16 per cent., the High-school children being better off.

In 1901 Dr. Floderus examined some 900 Board-school children, all of seven or eight years of age. In them he found 170, or 18·78 per cent., with an upper tonsil so considerably enlarged that an immediate operation was found advisable; and in another 170, such an enlargement of the tonsil that an operation was desirable; in all, then, 340, or some 37 per cent.

In a paper read in Section II. of the Second Congress on School Hygiene, by Dr. Frances Tvens, it is stated that out of 1,000 East London School children, nearly one-third had deficient hearing, and 74 per cent. of these cases were associated with morbid conditions of the throat.

HUGO HAGELIN.

(To be continued.)

MODERN LANGUAGE WORK IN THE WEST RIDING.

It has been thought that a paper on Modern Language Work in the West Riding might prove of interest to members of this Association, as this is a period of great activity in that subject, and much is being done to improve the efficiency of

the work. Lest, however, the title of this paper should be misleading, I had better state at once that it is proposed only to treat of Modern Language work in the administrative area of the West Riding. This, therefore, excludes the six county

boroughs—Leeds, Bradford, Sheffield, Rotherham, Halifax, and Huddersfield—except in so far as Modern Language work in these towns is carried on under the auspices of the West Riding, or in connexion with it.

A large part of the Modern Language work which is about to be described is due to the energy and initiative of Right Hon. A. H. D. Acland, whom the West Riding was fortunate enough to have as Chairman of the Higher Education Sub-Committee for some years, and under his enlightened guidance, and with the sympathy and support of Mr. A. V. Houghton, Chief Inspector for Secondary Schools to the West Riding County Council, considerable progress has been made during the past few years.

As may be expected, there is very little Modern Language work in the elementary schools. There is, however, a little in three districts—Ikley, Goole, and Doncaster; but the West Riding Education Committee does not encourage the teaching of this subject in elementary schools, and refuses to recognize it except under very special circumstances. From the point of view of the secondary school, to which many elementary school children come at an early age, this attitude of the Education Committee is a great advantage, and when the children come from the elementary schools, they are able to begin their Modern Language work on the lines of the particular school they attend, and have continuous instruction on the same lines throughout their school course.

The work in the secondary schools varies very much, but the variations are chiefly in the degree in which the Direct Method is adopted, and are caused in many cases by the command of the individual teacher over conversational French or German. This command over the spoken language is now far more general in the West Riding than it was even three years ago, and the children are trained in conversation, as well as in other branches of the language. In many of the schools phonetics are taught, and here,

indeed, they are very necessary, as a great deal of local accent has to be abandoned before even an approach to a fair foreign accent is possible. In some schools, however, the teachers are themselves not trained in phonetics, and this groundwork of pronunciation has, therefore, in these cases to be omitted. Where phonetics are used, they are, as a rule, used entirely for one term at least, and during the course of the second term the transition to the ordinary spelling is made. This transition takes place without any difficulty when treated systematically, and new words at this stage are first introduced by means of phonetics. In the later stages constant reference is made to phonetics, and thus mistakes in pronunciation are checked immediately. In one or two schools use is made of the phonograph as an aid to pronunciation, but this is not yet general. Songs and recitations are freely used in the schools, especially in the junior forms, where also the children are encouraged to act stories they may have been reading. This they delight in doing—the boys quite as much as the girls, if not even more! The vexed question of translation, of which the members of this Association have read so much the last few months in the pages of MODERN LANGUAGE TEACHING, is a vexed question in the schools in the West Riding as well as elsewhere. In most cases, the junior forms are taught with the minimum of translation possible, but at the same time it is recognized that a fetish must not be made of 'no-translation,' and that time must not be wasted in trying to reach the meaning of words through the medium of the foreign language alone. The difficulty, of course, lies in seizing the exact point at which the English equivalent should be given. Where, to my mind, some of the translators fall short, is in the fact that, having given the English word, they rest content, and do not proceed to *use* the new foreign word so that the foreign word, as such, becomes part of the content of the pupil's mind, and not the foreign word with the English word, so to speak, beside it always. If

this point were more generally observed, it seems to me that a good use might be made of judicious translation at this stage. I do not mean translation of text-books—far from it!—but translation of occasional words or phrases, when there is likely to be any obscurity. In the higher forms of some of the schools regular translation from and into the foreign tongue is used, and this exercise, *at a later stage*, is, to my mind, most useful in acquiring precision and accuracy in the comprehension and selection of word, phrase, and expression. At an early stage, the pupils can hardly be expected to have a sufficiently large vocabulary for this kind of work, which, if used then, would probably degenerate into mere dictionary work, and guesswork or chance as to the particular word chosen. What the educational value of such work—if it is possible to give the name of ‘work’ to it—may be, where the number of mistakes would probably outweigh the amount of correct work, I cannot conceive. That I am on thorny ground I am well aware, and I cannot expect that my views, as here expressed, will entirely agree with those of other members present. However, as this paper is not only, or even principally, concerned with the question of translation, I will return to the general work in the secondary schools. In the higher forms correspondence with a French boy or girl is encouraged in many cases, and in one girls’ school in particular a very brisk correspondence has now been carried on for some years between several of the pupils and some French girls; and interest in this, which was great at the beginning, appears to increase as time goes on. In these higher forms the pupils are introduced to some of the masterpieces of French literature, and have an opportunity of becoming acquainted, to some small degree, with some of the best classical authors. An attempt is made to arouse their interest in this, so that they may continue to read when their school-days are over. The West Riding Education Committee has helped in this matter

by having a certain number of French books placed in its circulating library for schools. This library consists mainly of English books, and a selection made, as far as possible, in accordance with the request of each school, is sent down to the schools, the books being returned and changed once a year. Among these are a few French books, which have been eagerly read in some of the schools.

The average amount of time given to the Modern Language work is one period a day of forty to forty-five minutes in the lowest and perhaps the two lowest forms, reduced in the higher forms to three or four periods a week.

There is, however, one point to be noticed with regard to Modern Language work in these schools—a point which will hardly astonish the members of this Association, all the more so as their attention is specially drawn to it this year by Mr. Milner-Barry. I refer to the fact that there is very little German work. In the larger schools of the West Riding some German is taught, but the proportion of German to French is very small, and in the smaller schools where only one language is taken that language is invariably French. That this should be so in such a commercial county as Yorkshire is astonishing, but the amount of German taught in the county is decreasing rather than increasing. The teachers, then, in the West Riding are mainly qualified to teach French only, and the greater part of my remarks on the work in the secondary schools refer to the teaching of French. In all the schools there are English teachers, and in some there is a foreigner as well. In the larger schools the foreign teacher is a member of the staff; in the smaller schools which have one, the foreigner is a visiting teacher.

Three years ago the Education Committee appointed several peripatetic teachers for different subjects, one for Modern Languages. Part of the work of the peripatetic teacher consists in supervising and organizing the Modern Language work in the secondary schools

in the West Riding. The visits have proved helpful in many ways. Lessons are sometimes given by the peripatetic teacher in the presence of the regular teacher, and sometimes she listens to lessons, which are afterwards discussed. A certain number of schools are visited regularly once, or perhaps twice, a week for periods varying in length from one term to two years, according to their needs, and one day in the week is set apart for occasional visits to schools which were formerly visited regularly, or for special visits to schools asking for advice on a certain point. In this way a wide area is covered, secondary schools of all kinds being visited—mixed schools, boys' schools, or girls' schools. The teachers engaged in these schools are sympathetic to work with, and welcome suggestions which may be given. In Mr. Cloudesley Brereton's little book on 'The Teaching of Modern Languages,' published two or three years ago, he says, speaking of the advisability of improving the work by insisting on certain general principles of Modern Language teaching in the schools: 'To ensure the carrying out of such a policy, it would be advisable to adopt the suggestion of Professor Rippmann, and appoint an Inspector of Modern Languages, who would not only see that the main principles insisted on were observed, but would also act as master of method to the teachers.' This idea is carried out in the system of peripatetic teachers adopted by the West Riding. Only two other counties, Devon and Surrey, have any peripatetic teachers of Modern Languages, those in other counties being chiefly for domestic subjects, art, or handwork, and these teachers are visiting rather than what is here understood by peripatetic teachers. In Surrey the system is being discouraged, but in Devon it appears to be working as in the West Riding.

Turning from the secondary schools to technical and evening schools, we find great activity. There are many centres at which evening classes are held, thirty-two of which provide instruction in

Modern Languages, besides several French and German circles. The work is divided into three stages—elementary, intermediate, and advanced, and arrangements are made when required for commercial classes. The elementary stage consists chiefly of oral teaching, with a view to training the students to speak fluently and naturally. Special attention is given at this stage to pronunciation, reading, dictation, and conversation; simple continuous composition is introduced, and passages of prose and poetry are committed to memory. Conversation lessons on the foreign country, its life and customs, are given, as well as on subjects connected with the reading-book. The intermediate stage continues on the lines of the elementary stage, but the work is naturally more advanced, and the foreign tongue is used more as the medium of instruction. In the advanced stage, the foreign language is used almost, if not quite, exclusively, the grammar is revised and systematically extended, special periods of literature are chosen, authors studied, and passages learnt by heart. Original composition is used to a greater extent, and a little commercial work is introduced through translation of English business letters, conversation on foreign, commercial, and industrial life, reading of passages relating to commercial subjects, and so on.

In all these stages great attention is paid to the acquisition of vocabulary, command over verbs, pronunciation, and fluency of speech. In the foreign circles, topics dealing with the life and customs of the foreign country are discussed—the army, the stage, the language, education, industries, government, and so on. French is taken in nearly all these centres, German in a few only. The total number of French classes of all stages is fifty-three, and of German only twenty. Many of the students attending these classes show great earnestness in their work, and pass on to Modern Language courses at the Universities of Leeds and Sheffield, and in many cases spend some time abroad

and qualify themselves to become language teachers at a later date. Teachers of these evening classes are registered by the council, but before their registration for Modern Languages each teacher is interviewed in the language he wishes to teach, with a view to ascertaining his accent and his command of the language, as well as his methods.

The West Riding is working strenuously to improve its teaching power, and many are the advantages offered to teachers of Modern Languages. The scheme of sessional courses and grants-in-aid is a large one, and enthusiastic teachers have every opportunity of making themselves more proficient in their subject, and consequently of making their teaching more efficient. It must be remembered that many teachers of Modern Languages have not been specially trained in that subject, but much praise is due to them for the way in which they are willing to attend classes after their day's work, or on a valuable free Saturday, in order that their work may be improved. A large proportion of the Modern Language work in the West Riding is directed towards assisting teachers in this matter, and there are now, in connexion with the West Riding, courses for teachers at the Universities of Leeds and Sheffield. Two classes are held, running concurrently. The first class is in language (at Sheffield, language and literature), the standard aimed at being that of a B.A. of the University. The second class is restricted to phonetics and methods of teaching. At the end of these courses of two years, the teacher may obtain a diploma from the Universities. This diploma course is now in its second year, though for some years previously the Universities had held courses for teachers. As it was felt, however, that teachers came to these classes insufficiently prepared, it was decided, when arrangements for the diploma course were made, that a preparatory course should also be held. Last winter there was one class, and this winter there are two, both in French, there not being sufficient

candidates for German. The teachers attending these preparatory classes are mostly working in elementary schools, though there are many secondary teachers attending the diploma courses at the Universities.

Grants-in-aid are given by the West Riding to teachers attending these sessional courses. For those within the administrative area a certain proportion of the fees, varying according to the amount of the fee, is paid, and railway fares are also paid. That teachers value these facilities may be gathered from the numbers attending these courses, and their anxiety to profit to the full.

It has been felt, nevertheless, that these courses leave one section of teachers untouched. There are still a few in the West Riding who, while they have a sound grammatical knowledge of French, have never had any opportunity of speaking it. To meet their needs, a special conversation class has been arranged, and will begin in January.

Besides the sessional courses, the Education Committee gives grants-in-aid during the summer holidays for holiday courses abroad. Courses at Grenoble, Tours, Caen, Boulogne, Neuwied, and Marburg have been attended by many teachers by means of these grants-in-aid, Boulogne having been the French centre selected for the last two years, Neuwied the year before last and Marburg last year for teachers of German. Applications for these grants-in-aid are very numerous, and teachers are tested as to their conversational knowledge of French and German before the grants are awarded, as only those are sent who already have a fair conversational knowledge of the foreign language. Originally this test took the form of a short interview in the foreign tongue, but this was felt to be unsatisfactory. Consequently, for the last two years a preparatory course of six weeks has been held, with a view to giving the teachers opportunities of hearing French and German, and of exercising themselves in the foreign language, and from those

attending these classes a selection is made. From the very outset, however, those who are thoroughly proficient are excused attendance, and those who can neither speak nor understand are excluded, the rest being divided into small groups, in order that each individual may profit. In these classes it has sometimes been found possible to give a very slight introduction to some masterpieces of literature; for there is a lamentable lack of knowledge of the foreign literatures amongst many of these teachers. Hitherto their energies appear to have been concentrated on attaining the power of expressing themselves in the foreign language, but it is obvious that the next step to be taken is to give them some opportunity of studying the literatures of French and German. Returning to the holiday courses abroad, it was very satisfactory to note that the standard of the applicants last year was considerably higher than in either of the two preceding years, and it was in consequence far more difficult to make a selection. About twenty were sent to the course at Boulogne, and six to Marburg. Careful boarding arrangements are made for the teachers attending these courses, each teacher being placed in a family where there is no other English person, so that he may have the full benefit of his foreign surroundings. The West Riding appears to make more use of these holiday courses abroad than most other bodies, with the exception of Surrey, Hertford, and Kent, which also send a good proportion of their teachers to courses abroad.

A new departure was made last year in connexion with holidays abroad. Instead of sending all the candidates to a holiday course, some of the best—those who had already made a thorough study of French language and literature—were allowed, if they wished, to spend a month in a French family recommended by the Committee. Eight teachers were allowed to go in this way to families in different parts of France, with successful results. On their return from the foreign holiday, all these teachers were interviewed by the

teacher of the preparatory classes, in order that it might be seen how much they had benefited by their opportunities, and that any points raised might be discussed or suggestions made with regard to future years. The teachers were enthusiastic about their stay abroad, and the courses at Boulogne on French literature appeared particularly to have excited their interest. The effect of these courses is often plainly visible in the schools afterwards, the difference in accent and in teaching being marked in some cases. The mere fact of having been abroad, apart from the teaching, has opened the eyes and widened the minds of many in a beneficial way.

For the last three years a holiday course has been held in Scarborough, under the auspices of the West Riding Education Committee. Two years ago Herr Walter, Direktor of the *Musterschule* in Frankfurt, gave a course on *Methods of Modern Language Teaching*. These lectures were much appreciated, and gave a visible impetus to the Modern Language work in the West Riding. Those teachers who had been present tried to carry out many of his suggestions, and their work was improved and brightened in many ways.

Referring to the small amount of foreign reading done by some of the teachers in the West Riding, a step is now being taken to remedy this, by removing the difficulty of procuring books. It is proposed to have a circulating library of French and German classical and modern literature, especially for the use of teachers. This, it is hoped, will do something towards improving present conditions, and perhaps later it may be found possible to have courses in literature. At present it seems hardly possible to hold them, but it is hoped that in time such courses may be arranged. The reproach against the new method, that children are trained to chatter French and German, but do not come into contact with the foreign mind, will be justified as long as we neglect to train our teachers thoroughly in literature as well as in conversation. It was gratifying to find how much the literature

courses at Boulogne last year had been appreciated, and they stimulated in the teachers who heard them a desire for a more intimate knowledge of the foreign literature. This desire it behoves us to foster, and to give them the means of satisfying, and in this way we may hope to see the Modern Language work improve on the literary as well as on the linguistic side.

Glancing over the Modern Language work in the West Riding as a whole, it is obvious that great strides have been made of recent years, and it was pleasing

to find that the standard of work in schools asking for the services of the peripatetic teacher last September was considerably higher than in past years. The work is now far more in the hands of specialists, and the standard of the specialists is improving. The teachers themselves show a laudable desire to derive as much benefit as possible from the opportunities the Education Committee so generously gives them, and the money spent on improving the work can in no way be said to have been wasted.

C. W. MATTHEWS.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at Queen's College, London, on Tuesday, January 7, immediately before the Annual General Meeting.

Present: Messrs. Somerville (chair), Allpress, Dr. Braunholtz, Messrs. Brereton, Kirkman, Lipscomb, Milner-Barry, Miss Morley, Mr. Payen-Payne, Miss Purdie, Professors Rippmann, Moore Smith, Miss Shearson, Mr. Storr, Mr. Twentyman, and the Hon. Secretary.

The report and balance-sheet for 1907 were considered and passed.

The subjoined report was received from the Publications Subcommittee. After some discussion it was resolved that it should be submitted to the General Meeting for preliminary consideration, and referred to the incoming General Committee. The subcommittee on the proposed Educational Congress reported that they had met representatives of the Geographical, Historical, and English Associations and discussed the question with them, a representative of the Classical Association being also present. This matter was also referred to the incoming General Committee.

The Committee then considered a question which had been referred to it by the Committee on Training—namely, whether that Committee should inquire into and report on the methods of teaching Modern

Languages in schools. It was resolved as a preliminary step that a report on the subject, drawn up by another Association, should be submitted to the Training Committee.

The following thirty-one new members were elected:

Miss B. E. Allpress, 4, Queenswood Road, Forest Hill, S.E.

Miss H. Bailey, High School, Macclesfield.

E. Bensly, M.A., University College Aberystwyth.

E. S. Brown, National Institute, Quito, South America.

Miss J. L. Coates, Holloway College, Englefield Green, Surrey.

Miss A. Comyn, High School, Bolton.

Miss A. J. Cooper, Oxford Delegacy for Training of Secondary Teachers.

W. St. J. Cother, Upholland Grammar School, Orrell, Lancs.

A. Craig, M.A., Rutherford College, Newcastle-on-Tyne.

H. H. Curtis, High School, Montreal; Director of French in Montreal Public Schools.

A. F. Ericsson, J.P., Mayfield, Jesmond, Newcastle-on-Tyne.

Miss Fletcher, B.A., St. Stephen's High School, Clewer, Windsor.

Miss M. Franklin, Wycombe Abbey School, Bucks.

Miss B. Hablitzel, Manor Mount Secondary School, S.E.

A. E. Johnson, M.A., Royal Grammar School, Newcastle-on-Tyne. [fract.

Miss E. A. Locke, High School, Ponted. R. Macleod, Strand School, King's College, W.C. [fract.

Miss E. Martin, High School, Ponted. Miss E. M. Neroutsos, Training College for Women, Cambridge.

H. Nicholson, B.A., Grammar School, Manchester.

W. I. Price, Geelong College, Geelong, Victoria.

Miss D. H. G. Reeve, B.A., Girls' Grammar School, Bradford, Yorks.

Miss A. Rushton, Grassendale, Southbourne-on-Sea.

Miss L. Smith, LL.A., Cockburn High School, Leeds.

A. T. Stallworthy, M.A., Royal Grammar School, Newcastle-on-Tyne.

Miss C. L. Thomson, Temple House, Temple Avenue, E.C.

Miss M. Tweedie, M.A., Edinburgh Ladies' College, Edinburgh.

H. F. F. Varley, Grammar School, Morpeth.

Miss M. Walsh, The Laurels, Staple-grove Road, Taunton.

Miss H. White, High School, Chapel Allerton, Leeds.

J. P. Wilson, B.A., L.-ès-L., 4, Holmesdale Gardens, Hastings.

Report of Publications Subcommittee.

The Publications Subcommittee met at the Board of Education Library on Saturday, December 7, to receive a report on the position and prospects of the *Modern Language Review* from the Editor.

Present: Dr. Heath (in the chair), Messrs. Bridge, Fiedler, Greg, Rippmann, Robertson, and Twentyman.

The deficit on the working for the year ending October 11, 1907, was £88 2s. 1d., which is a sensible improvement on the first year's result. There has also been a slight increase in the sales effected. The financial outlook may therefore be regarded as hopeful.

The chief difficulty experienced by the Editor consists in the amount of excellent material which is placed at his disposal by contributors. The number of papers sent in which are worthy of publication is so great that the Editor feels that an increase in the size of the magazine is imperative if justice is to be done to English scholarship. He is so strongly convinced of this that he is not prepared to face the responsibilities of editorship unless the review is considerably enlarged. Probably it ought to be doubled in size—*i.e.*, increased to about 200 pages a number.

This will involve some increase (though not a proportionate increase) in the price, and, this being so, it is clear that the Modern Language Association will not be in a position to supply a copy to each member unless the present subscription to the Association is increased, a step which is hardly desirable. On the other hand, it would be regrettable if the Association were wholly to sever its connexion with the Review. The Subcommittee therefore suggest that the Association might change its method of support.

They recommend:

1. That the Modern Language Association should be responsible in its corporate capacity for a guarantee of not less than £50 per annum.

2. That the Review should be supplied to such members of the Modern Language Association as may desire it at a price considerably lower than the published price.

Though it is no part of the duty of the Subcommittee to consider any question but that of the best method of carrying on the Review, they venture to point out that this arrangement might render possible some reduction in the subscription to the Association.

The second meeting of the Committee on Training was held at Queen's College, Harley Street, W., on Monday, January 6, the Vice-Chancellor of Cambridge being in the chair.

REVIEWS.

The Place of the Mother-Tongue in National Education. Pp. 34. Price 1s. *The Growth of English.* Pp. 199. Price 3s. 6d. Both by H. C. WYLD. Published by John Murray.

Professor Wyld is at pains in the first of these works to insist on the necessity for the systematic study of English in schools and training-colleges. In *The Growth of English* he gives us a manual in which he exemplifies the methods he wishes to see generally adopted. These differ considerably from those commonly in vogue where historical grammar is taught, for Professor Wyld takes the modern spoken language as his starting-point. He advocates, as a beginning, a careful examination by the student of his own pronunciation, phraseology, and vocabulary. He is, by first-hand observation, to classify the sounds he uses, and to compare them with those employed by his companions and teachers. In this way he will become conscious of the scientific explanation of many of the commoner phonetic laws, and will realize how languages grow, develop, and change. From the elementary investigation of the phenomena which he can observe for himself the student is to pass to the history proper of the language—to English sound-changes in the past, which can be compared with those which are still in process; to the development of our vocabulary, the history of our inflexions, the reason for inconsistencies in our spelling. Finally, this elementary study may conclude by pointing out to the beginner the relationships which exist between various languages and groups of languages,—by showing him how the modern science of comparative philology has grown up.

Professor Wyld's plea for the scientific study of English is one which will be endorsed by all serious teachers of the subject, most of whom will surely agree with him that here, as elsewhere, the right method is to proceed from the known to the unknown. No one can read *The*

Growth of English without carrying away the conviction that Professor Wyld's theories are the result of practical teaching experience. There is no doubt that his own students have had their interest aroused and stimulated by the enthusiasm and alertness which make his book as different as possible from older, dry-as-dust linguistic manuals. But we cannot help feeling that at times he might learn something of order and arrangement from his despised predecessors. For instance, the chapter on 'The Sounds of English' is bewildering, and we should be glad if the consonants and vowels could somehow be grouped together after the separate sounds have been examined. The chapter on 'English Inflexions' is unsatisfactorily brief. It is difficult to find the right mean between superfluous detail and glaring omissions; but we do not think that Professor Wyld is altogether successful in his search. Nor are his definitions always adequate. 'By Dialect is simply meant a way of speaking' is neither clear nor satisfactory as an explanation. Again, it is surely reasonable to expect that in a work of this kind there shall be an index of the subjects treated. We think, too, that in a book intended for students it is wise to avoid criticisms such as that which occurs in the second paragraph on p. 191 of *The Growth of English*; while the implied sneer at the Modern Language Association at the top of p. 2 in the pamphlet is both discourteous and unjust. Finally, we think it a pity that a professor of English language permits himself to write in so slovenly a fashion as frequently happens in the books under review. Split infinitives (e.g., 'to first trace,' p. 194; 'to, as it were, pronounce mentally,' p. 23), 'and which,' 'and who,' disregard of tense sequence, lapses in grammar—('it is found that *each* pronounce certain sounds,' p. 50; 'which women avoid, or formerly did so,' p. 68; 'each generation *acquires* . . . and in *their* turn transmit,' etc.

p. 196) are solecisms which ought to be avoided by a teacher who writes as one having authority.

With these exceptions, we heartily recommend Professor Wyld's writings to those who are anxious that the mother-tongue shall take its rightful position in national education.

The Story of English Literature. Vol. I.: *The Elizabethan Period.* By E. W. EDMUNDS, M.A. Pp. 388. Price 3s. 6d. John Murray.

Readings in English Literature. Selected by E. W. EDMUNDS, M.A., and F. SPOONER, B.A. Junior Course, pp. 248, 2s. 6d.; Intermediate Course, pp. 248, 2s. 6d.; Senior Course, pp. 380, 3s. 6d. John Murray.

When completed, this series will consist of twelve volumes. The story of English literature will be told in three volumes, and each of these will be illustrated by three distinct sets of readings. Messrs. Edmunds and Spooner believe that the study of literature illustrates the growth of a people's insight into 'the beauty and the mystery of life and nature,' and that it implies a study of movements, ideas, and ideals, as well as of the men who have given memorable expression to them. The conception is a lofty one, and the authors do not lose sight of their ideal. They ought to succeed in helping their pupils to perceive in what they read 'that which is permanent in thought and feeling.' They certainly represent their 'great personages' as living men. The criticism is not ambitious, and it contains nothing very new, but it is almost always sound. The accounts of the growth of prose, the development of the drama, and the experiments in poetry, are clear and interesting; while the notes at the end of the book make it possible to include all necessary explanations without overloading the text. We strongly recommend *The Story of English Literature* as a reference-book for schools and training-colleges. It gives facts intelligently and interestingly; while the authors never forget that, in studying

literature, facts are of importance only in so far as they illustrate the great books which are 'the permanent voice' of a people. The *Story* has a merit not common in text-books of literature. It does not exalt itself at the expense of its subject; its aim is to send students direct to the fountain of living waters. Our only regret is that the authors date the beginning of modern literature as late as the year 1558. We wish the *Story* could have gone back several centuries for its starting-point.

The volumes of *Readings* ought to be used side by side with *The Story of English Literature*. The extracts are well chosen and not hackneyed; they illustrate the work of the great writers, and are usually 'sufficiently long and complete to enable a student to form a fair estimate of their authors.'

The series supplies a real want, and should be widely used by teachers, who have long desired something of the kind at a price within the means of the ordinary student.

Waterloo, from *Les Misérables*. By V. HUGO, edited by A. BARRÈRE. London: Hachette, 1907. Pp. 64 (31 pp. text, 9 pp. vocab., 18 pp. sentences for re-translation). Price 4d.

Well printed on good paper, and bound in limp cloth; a cheap edition. We question the value of the sentences for retranslation: 'The farm formed our point of support'; 'The soldiers stood with arms ordered'; 'The pieces of ordnance were thundering all at the same time'; 'We could hear the cavalry coming up at full trot and the clanging of their swords.' This sort of thing encourages a vicious English style, whatever it may do for French.

Le Docteur Mathéus. By ERCKMANN-CHATRIAN, adapted by W. P. FULLER. London: Methuen, 1907. Pp. 77 (48 pp. text, 21 pp. vocab.). Price 1s.

L'Équipage de la Belle-Nivernaise. By ALPHONSE DAUDET, adapted by T. R. N. CROFTS. Pp. 80 (54 pp. text, 18 vocab.). Methuen, 1907. Price 1s.

Simplified French texts for pupils who have been learning for about a year or

eighteen months. We do not fancy the story of Dr. Mathéus's wanderings will appeal very much to young readers; it never grips. *La Belle Nivernaise*, written for Daudet's little son, aged ten, and though much abbreviated, altered very slightly in this version, is full of incident. The vocabulary is more difficult than that of *Mathéus*, but this is likely to be forgotten in the charm of the style and interest of the narrative.

La Mare au Diable. By GEORGE SAND, edited, with introduction, by MARGARET PEASE. Blackie's Modern Language Series. Pp. 126 (73 pp. text, 14 pp. notes, 27 pp. vocab.). Price 1s. 6d.

A fairly attractive edition of this charming story. There seems to be no quality of distinction about the notes such as to justify their inclusion.

French Speech and Spelling: A First Guide to French Pronunciation. By S. A. RICHARDS. London: Dent, 1907. Price 8d.

The daily increasing number of teachers who use phonetic script will welcome this book with avidity. It supplies a long-felt need, for so far, to the best of our knowledge, to get for his class's practice the

material here supplied the teacher of French has had to have recourse to books and pamphlets published abroad—excellent in their way, but far less convenient. The scope of the book is best described by quoting from a preface contributed by Professor Rippmann: 'Boys and girls need not be troubled with much theory [of phonetics], nor is there any good reason why they should know many technical terms; but it is undoubtedly useful for them to have a little book for the purpose of practising and revising such sounds of the foreign language as are likely to prove difficult. It is true that the teacher can dictate such exercises; but this always entails some waste of time, and necessitates the correcting of what the pupil has written. Exercises for drill in the foreign sounds are offered in the first part of this little book. . . . In the second part attention is drawn to the way in which the conventional spelling of French differs from the phonetic. . . . The third part contains some prose and verse passages to show how the sounds appear in connected speech. A number of exercises have been added for purposes of revision, and to stimulate the pupils to apply their knowledge.'

CORRESPONDENCE.

LE LYCÉE FRANÇAIS.

L'ARTICLE sur 'Le Lycée français' qu'a publié le dernier numéro de *M.L.T.* aurait été à peu près exact s'il avait paru aux environs de 1881.* Je me permets de rectifier à l'usage de vos lecteurs les erreurs qu'il renferme.

Le censeur exerce dans le lycée une surveillance toute matérielle, et les professeurs ne relèvent pas de lui au point de vue enseignement.

Celui qui est chargé de la caisse de l'établissement s'appelle 'Econome.'

Les professeurs des classes préparatoires ne sont pas nécessairement bacheliers;

ceux des classes élémentaires ne sont pas licenciés, ils passent un examen spécial. Il n'y a pas d'agrégation de chimie, mais une agrégation de physique qui comprend un programme de chimie.

Les catégories de lycées ont été abolies voici bientôt trente ans. Il peut y avoir dans un lycée quelconque des professeurs de six classes différentes. Ceux qui ne sont pas agrégés portent le nom de 'Chargés de Cours,' et sont aussi divisés en six classes.

Les agrégés de province reçoivent en première classe 5,700 francs, en sixième classe 3,700. Ceux qui résident à Paris, 8,000 en première, et 5,500 en sixième.

Les chargés de cours ont en province de 2,800 à 4,800 ; à Paris de 4,500 à 6,000.

Le nombre des heures de classe varie suivant les enseignements, et ne représente qu'une faible partie du travail imposé aux professeurs.

Les répétitions sont très peu nombreuses, leur prix fort variable. Dix francs est un maximum qui n'est atteint qu'à Paris.

Les maîtres d'étude sont licenciés ou bacheliers. Les premiers gagnent de 2,500 à 3,700 ; les seconds de 1,900 à 3,000 francs.

Tout le personnel est astreint à abandonner à l'état le premier douzième de tout traitement ou augmentation, puis un vingtième par an. La retraite est possible à 60 ans si l'on a au moins 30 ans de services.

Le prix de la pension varie suivant les classes et le proviseur ne s'arrange pas avec les parents, les prix étant fixés par l'état.

Un temps viendra peut-être où les décorations se donneront dès le berceau, mais le mérite de nos élèves ne leur a pas encore valu de ces distinctions honorifiques.

Le roulement de tambour est fait par le concierge ou un domestique ; l'épithète de 'réglementaire' m'était inconnue, comme à mes collègues d'ailleurs.

H. ROUDIL.

LES POÈTES D'AUJOURD'HUI.

The interesting article on 'Examinations' which appeared in your last number, signed Major de Sansgène, contains some remarks on an anthology of contemporary French poetry called *Les Poètes d'Aujourd'hui* which seem to me rather unfair, and calculated to give a very wrong impression of the contents of the volume. In the first place, to stigmatize the book as a 'yellow-back' is surely somewhat futile, seeing that most French books are bound in paper (a good thing, by the way, for readers with short purses and long appetites) ; and surely there is nothing specially demoralizing about the colour yellow, even though, for some unaccount-

able reason, the baser press of America is branded with the epithet. But this is a trifle. What is more important is that the author of the article uses language calculated to suggest that *Les Poètes d'Aujourd'hui* is a volume of a very objectionable character. So far is this from being the case, that there are very few pieces in the book the subject or language of which makes them likely to do any harm to the morals of young men and women. The great majority are perfectly harmless and decorous, and even the few which are unsuitable for reading aloud in a mixed assembly do not appear to me to deserve the very strong epithet which Major de Sansgène employs. Argument on such a matter as this would be of little use, and I do not propose to attempt it ; I prefer to leave it to your readers to examine the volume and decide for themselves whether the epithet I have alluded to is justified.

When he speaks of the language of many of these poets as being incomprehensible even to most Frenchmen, our author is on rather safer ground ; but even here he is scarcely fair. He quotes a little poem by Mallarmé, and describes it as being 'not by any means the worst in the book.' It is not quite clear whether he is referring to the morality or the diction of the lines. If the first is in question, I must leave the matter to be decided by those who can understand the verses ; if the second, it is only fair to point out that Mallarmé is certainly the most incomprehensible of the poets represented in the volume, and that if the poem quoted is not quite the worst in point of intelligibility, there are very few indeed which are as bad, while many are as easy to understand as Lamartine or Victor Hugo.

I do not wish, however, to take up the cudgels on behalf of the Central Welsh Board for choosing this volume for examination purposes. Many of these poets undoubtedly write in a language which to an Englishman, at least, is quite as unrecognizable as French. They use strange

words in strange senses, and supply their wants with neologisms when Littré fails them. Nor does their general tone make them particularly suitable for the reading of young men and women. They are filled by a languid and gentle melancholy; their poems are pervaded with a languorous autumnal feeling, and a scent of dead leaves and faded flowers exhales from their pages. There is no inspiring thought, no strong or virile emotion, to be met within these covers. There is much dainty and delicate writing, much fine sense of form, much exquisite tracery of words, much of that suggestiveness by means of a single metaphor or a few choice phrases, which is one of the leading characteristics of the symbolist school; but there is

nothing which can be called great poetry, little, probably, that will live, little that is of wide human interest, or that will appeal to any but the lover of the by-ways of literature. The selection of the volume by the Central Welsh Board may serve as a warning to show us to what strange passes examining bodies are brought when they attach too great importance to translation. The symbolist poets are difficult, perhaps impossible, to translate; hence they are admirably suited for the purposes of authorities who regard the power to translate as the best test of mental ability and of a knowledge of French. I need not enlarge upon the moral of this.

G. F. BRIDGE.

FROM HERE AND THERE.

NOT for the first time do we regret that the space at our disposal is so limited. We should have been glad to issue full reports of the discussions at the Annual Meeting in this number; we must ask the readers of MODERN LANGUAGE TEACHING to be patient, especially as by bringing the reports later we are able to submit them to the speakers for revision.



DUNDEE UNIVERSITY COLLEGE.—Mr. George Soutar, M.A., D.Litt., has been appointed by the St. Andrews University Court to the Lectureship in English Literature, in succession to the late Mr. H. B. Baildon.



LONDON UNIVERSITY.—The fifth Holiday Course for foreigners, arranged by the University, will last from July 20 to August 14. The general arrangements will be as last year. The untimely death of Professor Hall Griffin removes from the staff one who had made many friends, and whose lectures had contributed greatly to

the success of the course. His place will be taken by Professor William H. Hudson, whose wide experience renders him particularly well suited for this work.

Last year it was found impossible to accept as students all who applied, and intending students should therefore send in their applications in good time, as again the number of students will be strictly limited. The detailed programme will be issued in February. For this and all other particulars application should be made to *The Registrar of the Extension Board, University of London, South Kensington, S.W.*, the words *Director of the Holiday Course* being added in the left top corner.



OXFORD, MAGDALEN COLLEGE.—Mr. C. F. T. Brooke, B.A., B.Litt., of St. John's College, has been elected to a senior demyship. Mr. Brooke, who was a Rhodes Scholar, U.S.A., was placed in the first class in the Honour School of English Language and Literature in 1906. He has made a special study of the Shakespearean Apocrypha, and he pro-

poses to carry on research in Middle English and Elizabethan literature.



OXFORD, SOMERVILLE COLLEGE.—Miss Helen Darbishire has been appointed English tutor, in succession to Miss Sheavyn, who has been appointed Warden of Ashburne House, Manchester.



ST. ANDREWS UNIVERSITY.—Mr. Georg Schaaffs, Ph.D., has been appointed to the Lectureship in German Language and Literature and Teutonic Philology in the United College. Dr. Schaaffs is at present assistant to Professor Kuno Meyer in the German Department of the University of Liverpool.



SHEFFIELD UNIVERSITY.—Mr. Julius Freund, M.A., Ph.D., Lecturer in German Language and Literature, University of St. Andrews, has been appointed Professor of German.



Mr. W. BRAID TAYLOR has been appointed English master in Greenock Academy.



We have again to thank Mr. Carter, the head master of the Whitechapel Foundation School, Mr. Robert, the senior French master, and all others concerned, for a delightful 'Modern Language' evening. This time the programme consisted of a spirited rendering of a scene from Moratin's *La Comedia nueva*, and of a remarkably good performance of Molière's *Médecin malgré lui*, interspersed with very well chosen and capitally rendered French songs. Such work is its own reward; at the same time, it is an eloquent object-lesson of what the Reform Method, well handled, can bring about, and it is a great pleasure for those who are privileged to look on. We offer our best wishes for continued progress to the masters and

the boys of the Whitechapel Foundation School.



We take this opportunity of referring to another capital performance of a French play: in November the girls of Lady Holles's School, Hackney, acted *Le Voyage de M. Perrichon* with genuine appreciation and great spirit. Miss Clarke, the very able and successful head mistress, and Miss Ralls, the senior French mistress, deserve warm congratulations on the excellent result achieved.



The Polyglot Club continues to prosper, largely owing to the enthusiasm of its secretary, Mr. George Young. During the past year 85 new members have been elected, making a total of 225. The programme for the coming session is full of promise, and includes interesting lectures in English, French, German, Italian, Spanish, Russian, and Esperanto. For particulars, apply to the Hon. General Secretary, 3 and 4, Clement's Inn, Strand, W.C.



The Director of the municipal Friedrichs Gymnasium has obtained the authorization of the Berlin Common Council to make English a compulsory subject for 'Obersecunda' from next year. French, which has hitherto been compulsory, will take the place of English as a facultative subject.



The 'new spelling' has been adopted by the Trustees of Columbia University—230 of the 300 new forms in Professor Brander Matthews' list, the remaining 70 being rejected as 'either unnecessary or misleading.' *Quis custodiet. . . ?*



L'ENTENTE CORDIALE offers two scholarships—£20 each—to candidates (of either sex) from University colleges. Examination on May 16, conducted by the Society of French Professors in England.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 2

MARCH, 1908

REPORT ON THE CONDITIONS OF MODERN (FOREIGN) LANGUAGE INSTRUCTION IN SECONDARY SCHOOLS.*

I.

At the Annual General Meeting of the Modern Language Association, held in December, 1905, the following resolution was passed :

That it be an instruction to the Committee to consider the conditions under which Modern Language teaching is carried on in secondary schools, and to report on the same with recommendations to the next Annual General Meeting.

A sub-committee, consisting of Mr. C. Brereton, Mr. D. L. Savory (retired 1907), Professor Rippmann, and Mr. F. B. Kirkman (hon. sec. and reporter), was appointed to carry out the instruction. In November, 1906, it issued an

* This Report was presented at the Annual Meeting of the Modern Language Association on January 8, 1908.

inquiry form to all members of the Association, but as the returns made were insufficient, the report was postponed, and another form issued in 1907. In all, over a thousand forms were sent out to members of this and allied associations, and 124 schools, representing some 17,000 pupils, made returns. Of these returns, 119 have been used for the purposes of this report. They come, with scarcely a dozen exceptions, which do not affect the totals, from secondary local (as opposed to non-local boarding) schools—*e.g.*, from grammar schools, county schools, intermediate schools, high schools, municipal schools, and the like. The report must be taken, therefore, except where otherwise indicated, to apply only to schools of this type, and, as the returns were of a broadly representative character, it may be regarded as

supplying an approximately correct account of the conditions of Modern Language instruction in schools of the local type generally.

II.

PRESENT POSITION OF FRENCH AND GERMAN AS SHOWN BY THE RETURNS.

§ 1. The only modern (foreign) languages here taken into account are French and German, for these two alone, apart from the Welsh taught in the schools of the Principality, have a recognized place in the curriculum regarded from the point of view of a general education.

French and German. The fifth and sixth columns should be considered in conjunction with Table B.

§ 2. It will be seen that nearly a fourth of the classes number over twenty-five. Nearly half of these contain more than thirty pupils, and some as many as fifty. One school shows two classes of fifty and one of forty. This school is, of course, exceptional. The fact nevertheless remains that there is an excessive number of classes which are too large to permit of efficient linguistic instruction. Those at the other extreme — classes numbering from two to nine pupils—are to be found in all kinds of schools and at all

TABLE A.

1	2	3	4	5	6
Schools.	Schools.	Pupils taught French.	Pupils taught German.	Average Number in French Classes.	Average Number in German Classes.
Boys ...	52	6,782	1,862	19	20
Girls ...	40	5,291	765	18	10
Mixed ...	27	4,595	597	21	14
Total ...	119	16,668	3,224	19	15

The third and fourth columns of Table A are useful as showing the relative importance attached to

stages, but more particularly in very small schools or in top forms. It will be noted that about a fifth

TABLE B.

(*French only.*)

1		Boys.	Girls.	Mixed.	Total.
2	Total classes	341	289	181	811
3	Classes numbering under ten pupils	51	61	17	128
4	Classes numbering over twenty-five pupils '	70	50	70	190
5	Number of those with over twenty-five which are beginners' classes	15	10	12	37

of the larger classes are beginners. The proportion is possibly under-rated, as the returns do not in all cases make clear whether the two or three lowest forms were or were not parallel. The exact number is, however, unimportant. If accuracy

with German as a possible alternative in many cases. Greek is exceptional. French is also the first language to be taught in the mixed schools, Latin following. In these German receives scant attention. Greek is, of course, exceptional. In

TABLE C.

1	2	3	4	5
Schools.	Average Hours per Week in and out of Class—		Average Age at which Pupils begin—	
	French.	German.	French.	German.
Boys	5	5	11	14
Girls	5	4½	10	14
Mixed	4½	4	12	14
Total	Nearly 5	4½	11	14

of pronunciation is regarded as one of the objects of Modern Language instruction, it is essential that in all cases beginners' classes should be small, so as to make individual attention possible.

§ 3. The proportion of the total hours per week allotted respectively to class-work and preparation varies considerably, but the amount that may normally be allowed for the latter is one and a half hours. The length of each period in class is normally forty-five minutes. Four or five lessons a week is quite usual. The aggregate of hours given to French is four or five times that given to German.

§ 4. In the boys' schools French and Latin are taught first, German and Greek being sometimes added later, and often as alternatives. The girls' schools place French always first, Latin coming second,

Welsh schools the native idiom often supplies the third language.

§ 5. Table D shows the relative position of French and Latin in ninety-eight schools making complete returns on this point.

This table makes clear, firstly, that, in the class of school here under consideration, French is the predominant language, and it is in a few cases the only language taught. Latin comes second, and German and Greek are placed third. In the second place, it shows that the theory that languages should be started, not simultaneously, but at intervals of one or more years, is being translated into practice. It has long been felt that the latter method, sometimes known as the 'intensive,' is the better, on the ground that greater progress is made by giving a large amount of time to the initial instruction in

TABLE D.

1	2	3		4	5	6
	Schools making Returns.	Schools in which the First Language taught is—		Schools in which Latin and French are begun simultaneously.	In which French is not taught.	In which Latin is not taught.
		French.	Latin.			
Boys ...	41	25	4	12	—	4
Girls ...	36	35	0	1	—	8
Mixed ...	21	14	0	7	—	2
Total ...	98	74	4	20	—	14

one language, instead of dividing the same between two. Even in cases where the simultaneous method was in practice, it was generally regarded as undesirable. Its continued adoption was stated to be due to one or other of the following causes: (a) Exigencies of examinations. This applies with particular force to classes composed

that was given, however, by only one return.

§ 6. Minor problems of internal organization are raised by the two following questions published in the inquiry form:

If the teaching of any particular class is divided between two or more teachers, is this arrangement made because it is considered desirable or

TABLE E.

Schools in which the Work of a Class was Shared between two Teachers.

	Boys.	Girls.	Mixed.	Totals.
Undesirable, but unavoidable ...	5	4	2	11
Desirable	5	15	3	23
Totals	10	19	5	34

of elementary school pupils entering the secondary schools at a comparatively late stage without any knowledge, or a very insufficient knowledge, of foreign languages. It applies also to preparatory schools where, owing to the demands of Public School Scholarship Examinations, a boy of eleven may be learning three foreign languages at the same time. (b) Inadequate staff. (c) Parental prejudice in favour of Latin being taught early, a reason

because it appears unavoidable, and does it work satisfactorily?

Thirty-seven schools made no return under this head. Of the remainder, thirty-four had French and German classes taught by more than one teacher, as shown in Table E.

The question is of importance, because dividing the work of a class between two teachers renders difficult the practice of the Reform principle of unifying instruction by

basing it upon the reading-book. The division, where regarded as desirable, is in some cases explained by the use of the Old method—translation being taught by one teacher, grammar by the other. In other cases it meant separate conversation lessons, an abuse of the Reform method that is not infrequent. It was also accounted for as a means of meeting the convenience of the masters, and, in the case of upper forms, of giving the French-English and English-French translation to an English and French teacher respectively, or of putting the pupils 'under the influence of two minds.' In upper classes there is no doubt something to be said for the division, however undesirable it may be in the lower.

§ 7. *Is the Modern Language instruction organized by (a) the head master or head mistress directly? (b) a responsible member of the staff? (c) either of the above in conjunction with members of the staff meeting for that purpose?*

The form of question did not make it clear what exactly was meant by organization, so that the returns under this head lack precision of meaning, except in so far as they show that in many cases the staff is not consulted, which on *a priori* grounds, at least, would seem a mistake.

§ 8. Each school was asked to make a return of the principal textbooks in use. It is not easy to draw from these lists entirely reliable inferences as to the relative position of the Old and Reform

methods in the schools, because a teacher's actual method may, and often does, differ considerably from that of the book in use, and because also the attempt to class the textbooks under one or the other head presents considerable difficulties. In the following table the term 'Reform' is used in a generous sense, and made to cover all texts (excluding books used simply for reading), except those which are exemplified by Chardenal's *French Course*. The term 'intermixed' is intended to express the state of affairs in which the pupil's progress through the classes is of a kaleidoscopic character, Old and New method either alternating or being used in one and the same class. An example of the last-mentioned condition is provided by some classes in which Chardenal is used side by side with Reform texts. In two of these cases the Reform text is used merely as a reading-book, Chardenal having pride of place.

It will be observed that in more than half the schools the Reform texts are limited to the elementary classes. It would be a mistake to suppose that this limitation is to be explained only as an outcome of the policy of gradually developing Reform methods from the bottom upwards. In many cases the upward progress is arrested to a greater or less extent by the requirements of examining bodies.

§ 9. The returns show that only 11 out of the 119 schools were not inspected, and there were

TABLE F.

Schools.	Boys.	Girls.	Mixed.	Total.
Old method throughout	8	6	4	18
Intermixed	12	2	1	15
Reform in elementary classes only...	22	21	21	64
Reform throughout	8	9	2	19
Total schools	50	38	28	116

scarcely any that did not send in candidates for some external examination, but both these points will be dealt with more fully in the next part. Here it need only be added that the returns make abundantly clear that the mere fact that a school has been inspected is no guarantee of efficiency, not owing, necessarily, to any fault in the inspection, but simply to the apathy

of those responsible for finding the means of carrying out the necessary reforms.

§ 10. The position of the Modern Language staff is shown in Table G. The figures relate not only to assistants, but also to heads teaching French or German, and to chiefs of Modern sides. The salaries and hours of work of assistants will be dealt with under a later section.

TABLE G.

Schools.	No. of Teachers.	Average Resident Salary.	No. of Teachers.	Average Non-resident Salary.	Hours in Class.	Hours out of Class.	Total Hours.
Boys ...	29	£107	73	£185	24	7	31
Girls ...	8	£40	75	£112	18½	12	30
Mixed ...	1	£150	57	£134	23	9	32
For all...	38	£99	205	£145	22	9	31

(To be continued.)

ADENOIDS AND MODERN LANGUAGE TEACHING.*

In the last school year, 1906 to 1907, I had to teach English in two forms: one consisting of nine boys, seven of whom were suffering from adenoids, or were operated upon this last year, or had been so one, two, or three years ago. Their mental capacity as far as learning English was concerned, and their know-

ledge of what they had been learning before, was inferior to the normal stage. In the other form referred to, and consisting of thirty-two boys, ten boys, or one-third, were in the same predicament.

In spite of assertions to the contrary, it would seem that the countries of the North are in a particularly unfavourable position concerning adenoids, and this may be explained by the hard and rough climate predisposing to catarrhs. And if this is

* For the first part of this article, see p. 16 of this volume.

so, those diseases deserve all the more attention in our countries.

Swedish Government High schools (and almost all High schools are Government or State schools) have a medical officer attached to them. These functionaries are appointed and remunerated by Government. Tests of hearing and sight are made by them at least once a year, but no regular examination for adenoids. Every teacher is, however, entitled to send any pupil to the school doctor for examination. Indigent pupils are attended free of charge.

But compulsory examinations for adenoids would be to the advantage of the school, the doctor, the pupils, and their teacher. The fact is that, when a boy is advised in a kind and gentle way to go to the doctor to be examined, he does not always act upon it. The teacher has no right to enforce this request. He may apply to the parents, but they have never observed any deafness in their child, and doubt the authority and competence of the teacher to be a judge in the matter. They sometimes look upon such a request as a kind of blame, and an unjust blame. Their boy or girl is, of course, of their opinion. It would be the greatest mistake to suppose that the children themselves should be capable of judging of any deficiency in themselves. As a rule they have no idea that something is wrong until they have been told so.

Compulsory examination for adenoids should therefore be made in connexion with compulsory hearing-tests. All schools which have the latter already ought to meet with only little difficulty in introducing the former too.

As to hearing-tests they are, as far as I know, usually carried on according to the method first used and mentioned by Bezold; that at least is the case in Sweden. Two-figure numbers are whispered at a distance of some 20 to 25 metres, and a hearing below 8 metres is regarded as defective.

In serious cases of deafness such tests are better than nothing. But, after all,

they are not worth much. Some of the sources of error have been mentioned by different authors: resonances in the room where tests take place; the varying degrees of audibility in sounds—*e.g.*, *s* and *th* sounds compared with *sh* sounds, *i* and *u* vowels, etc.

To these remarks I should like to add that with older pupils such hearing-tests are much too simple. Numbers which they have heard repeated hundreds and thousands of times are too familiar to their ears, and have too many kinds of association, not to be instantly perceived; as tests they are therefore ineffective.

Whispered words or sentences are better than numbers, but, as noticed above, they should be chosen cautiously, with due regard to differences of audibility. Nor should the same words or phrases be repeated to all the individuals of one group tested at the same time, or they will be learnt by those present still untested.

As stated above, in whispering tests a distance of 8 metres is regarded as normal for satisfactory hearing; others, however, take 10 metres; still others (Denker at the first Congress on School Hygiene) start at 20 metres, which proves that all people do not whisper in the same way, as Dr. Méry shrewdly remarked at the second Congress. Such variations in the limits of distance are not likely to make the results of this method very reliable.

Testing the power of hearing with a watch has other drawbacks. First and foremost, 'there is a great disproportion between the power of hearing the tick of the watch and the human voice. The tick of a watch is produced by the striking of the hammer upon the apex or side of the tooth of a ratchet-wheel. It is a simple, unvarying tone, modified as to quality in different watches. The sounds produced by the vocal cords, reinforced by the resonating cavities of the nose and mouth, may pass through a range of musical notes which may compass three full octaves. The chief object in testing with the watch is to observe whether under treatment any improvement has occurred.'

'All tests of hearing with a watch or accoumeter are inadequate' (Roosa-Douglas, *The Ear, Nose, and Pharynx*, 1905, pp. 3, 4).

No trustworthy method of testing hearing has yet been discovered which would give real help to a teacher of foreign languages, so that he could form an authoritative judgment whether a pupil possesses a normal power of hearing or not.

'Besides the medical process,' said Dr. Méry at the second Congress on School Hygiene, 'there is a pedagogical test not to be neglected. The pupil is placed in front of the blackboard he has to write on, and the teacher, standing at a distance of 8 metres behind the pupil, dictates to him the sentences to be written.'

I have mentioned Modern Language teaching. Professor Walter Rippmann writes in one of his excellent books, *The Sounds of Spoken English*:

'The importance of testing the eyesight is now recognized, but the hearing is usually neglected. Attention must be drawn to this matter, as teachers often regard pupils as inattentive and dull, and reprimand them, when they are really hard of hearing. The teacher's mistake is to some extent pardonable, because the defect is easily overlooked, especially as a pupil may hear badly in one ear and not in the other, and thus seem inattentive only when the teacher happens to be standing on the side of his defective ear. Further, it is a defect which often varies in intensity from day to day, according to the pupil's general condition of health. These considerations point to the urgent necessity of instituting an inspection of the hearing in our schools.'

These few lines say much. The author evidently has experience of pupils suffering from adenoids: the hearing, varying from day to day, is a true symptom of adenoids. But they say more: the unjust treatment of pupils, regarded as inattentive, blamed or punished, looked upon as mentally weak, and kept back, though they might have turned out bright and interested, perhaps clever, boys and girls had they been treated in time for the evil from which they were suffering. Further, Professor Rippmann says: 'The

teacher's mistake is to some extent pardonable because the defect is easily overlooked.' These words imply that teachers of modern languages are in a much more responsible position than their colleagues; and, above all, they imply the very simple and just claim that the teacher of modern languages has a right of knowing, and knowing upon the verdict of responsible medical authorities, whether the young pupil is an able-bodied pupil, so to say, whether he or she has organs quite fit for study. This he must know in order to adapt his methods to the physical condition of the pupil, to give a just and unbiased opinion on his progress, to treat him justly, and thereby to further his moral development.

What would people think of military authorities that should hand over young recruits to military drill without ascertaining whether they are fit for training? That is exactly what is done in entrusting bad or weak hearers to modern language teachers without stating their infirmity.

But, some one may suggest, why single out teachers of languages? Because the teachers of all other subjects have the support of the mother-tongue, with its immense masses of associations of ideas, to help on perceptions weak in themselves. It is evident that the nearer the pupil comes to the limit of adult age, the more effective that help will be in all subjects taught in the mother-tongue.

Why not use the mother-tongue, then, in teaching modern languages? Well, all over the world the Direct Method is prevailing, and where it is not it *will be* in a short time, because it is based upon the one sound principle of all knowledge—upon the empiric principle. You must allow your pupils to hear the foreign language you are teaching them; you must train his or her ear in order to be able to train his or her tongue.

Is, then, Modern Language Teaching more important than any other subject whatever? No such statement is made here. But is it not quite needless in this great metropolis of the world, in a Con-

gress representing all civilized nations, and gathering under the roof of the University of London—is it not needless to emphasize the importance of modern languages?

We have been told that in the competition between rival nations, commercial, industrial, intellectual, and—should we not add?—ethical rivals, nothing is so important as knowledge of the tongues. And, more than that, that in humanizing the world there is no better way to learn to esteem, to respect, and to love other nations than by learning to understand them, their national ideals, and their languages.

Would it not be worth while, in the interest of this subject, to take all necessary measures to render this teaching as effective, the results as solid, as possible?

Besides, the work of language-learning may be of some common use from a hygienic point of view. Perceiving and imitating foreign speech, sounds never heard before in everyday life, is as good a hearing-test as any other. An interested, experienced, and attentive teacher is likely to be the best judge whether a pupil is a normal hearer or not, with one very important reservation—that he is a good hearer himself. But, as said above, teachers need the help of medical inspectors, and the confirmation of their experiences by these authorities, just as pupils need to be treated by them.

As regards the, so to speak, clinical appearance of a modern language learner suffering from adenoids and his mistakes and blunders, it may be worth while to point out some characteristic features. Of course, those features vary with the age and the different stage of development, temporary or permanent, of the derangement. The remarks given below are based on my experience of pupils of some thirteen to fourteen years of age and upwards, all of them representing average types. It goes without saying that the same speech symptoms do not occur in all cases; here they are recorded as characteristic of the whole group of sufferers from adenoids.

The intonation is faulty. Either the

voice is monotonous, or the affirmative tone is exchanged for an interrogative, and *vice versa*—i.e., the tone is raised at the end of the sentence instead of being lowered.

When urged to modulate his voice, and asked not to speak in a slovenly way, the pupil exaggerates, and, meaning to speak quite distinctly, he succeeds only in assuming a half-preaching, half-warning tone.

Very striking is the difficulty of gaining a tolerable result when the general intonation laws of the foreign tongue do not coincide with those of the mother-tongue—e.g., those of English and German on the one hand, and a Scandinavian language or French on the other. In itself a severe task for all pupils, and, unfortunately enough, totally or partially overlooked by many teachers, it will remain a secret never learnt by the great majority of sufferers from adenoids if special attention is not directed to that part of the work, and special methodical care is not devoted to this group of pupils.

Medical authors have referred to the infantile and undeveloped intonation in the speech of sufferers from adenoids; and, as far as my experience goes, these characteristics remain more or less unaltered if the adenoids have not been removed at all, or too late for the patients to profit from it.

When for some reason the general activity is lowered by a severe cold or other kind of indisposition, in a state of fatigue or nervousness—e.g., if a lesson is not prepared sufficiently, or very often under conditions apparently normal—the same mistakes or blunders occur, though they have been corrected hundreds of times, and though the correct pronunciation, word, or phraseology, is quite familiar to the pupil.

A brief sketch of the phonetical side of their speech may not be out of place.

As to sounds in general, mistakes or wrong articulations are not limited to the ordinary substitutions of, e.g., 'voiceless' for 'voiced'; of open types of the same

vowel instead of close, undiphthongized forms for diphthongized, and *vice versa*. Sufferers from adenoids have those mistakes in common with all learners. One thing, however, is remarkable in them—the difficulty they have in learning tolerably correct articulations, and of keeping them in memory if once acquired. A pupil may have learned and mastered an articulation pretty well; presently he seems never to have heard of it.

But, also, the most surprising and incomprehensible errors occur. Adenoidal patients even substitute back vowels for front vowels sometimes: *fit*, *fat*, *foot* are substituted one for another by a pupil of mine in his worst moments. He is about eighteen years of age, and was operated upon quite lately. He still needs correction until these slips of the tongue are remedied. But those blunders are not of the same kind as in other pupils. They recur too regularly, and are to be regarded as symptoms of an incomplete speech and relapses into some insufficient kind of innervation. In sufferers from adenoids the whole vowel system sometimes is very lax.

Vowel substitutions in such pupils cannot possibly be grouped together according to fixed rules. They sometimes seem, at least in the advanced degrees of the disease, to take place in quite a desultory way.

Consonantal substitutions are a little more tangible. Lack of innervation is the common characteristic of them all—articulations of the point and blade of the tongue towards the gums, the *d*, *t*, *n*, *s* sounds, are performed too weakly.

This weakness of the dentals is very conspicuous in combinations of two sounds in the groups *nd*, *nt*, *rl*, *lr*, one of the two being used to represent both: *stanning* for *standing*, *elegan* for *elegant*, *elderly* for *elderly*.

This slovenly pronunciation* is most

* I have observed exactly the same symptoms also in pupils who indulge in smoking, and in this connexion I may

frequent at the end of the word, or, rather, of the sentence or phrase—*i.e.*, when the articulating energy is decreasing.

But is not this a very common slip of the tongue in all speakers? some one may object. The answer is, that in educated people they do not occur so regularly, and, further, it must be borne in mind that sufferers from adenoids make those blunders when trying to pronounce to the best of their ability.

Labial fricatives are substituted for dental fricatives—*e.g.*, *wif* for *with*, *faaver*, *mover* for *father*, *mother*—a very common feature in baby speech in the British-American world, and well known also in the Cockney dialect, having very probably been introduced there from the language of children.

Labial fricative [w] is substituted for trilled (untrilled) [r], *Hawwy* for *Harry*.

Dental stops [d, t] for voiced and unvoiced *th*.

Hissing fricatives [sz], hushing fricatives [ʃ ʒ], lisping fricatives [θ ð] often take the place of one another.

S in [sk, sp] *school*, *spell* are dropped, and the two words pronounced *kool*, *pell*, by a boy fifteen years of age. Corresponding Swedish sound-combinations he pronounces correctly. What does it prove? When he faces the foreign language, there is a relapse into feeble articulations partly overcome in the mother-tongue, owing, probably, to the infinite number of perceptions of the same words.

R and l sounds are often omitted after labials—*e.g.*, *fower* for *flower*—another feature sufferers from adenoids have in common with baby speech.

It would take us far too long to pursue all the blunders owing first to defective hearing, and, as a consequence thereof, to lack of innervation.

add that smoking, even with youths of some seventeen to nineteen years, is not at all a negligible matter from the point of view of the efficacy of school-work, and, consequently, should never be tolerated, either in the public streets or in the home.

Some few additional remarks should be made upon the synthesis of speech in sufferers from adenoids.

It is needless to point out that, when elements of speech are lacking, the synthesis cannot fail to be unsatisfactory. In other words, this class of pupils has a very limited number of word-pictures even in their mother-tongue. Their vocabulary is often very poor, and it costs them and their teacher much trouble to keep it in memory.

Hence, the very common fact that they are also poor speakers and poor writers in their own mother-tongue, judging their work, of course, only as that of school-boys.

What is said here of learning foreign languages may be said also of the first language: the mother-tongue, with the limitations due to age, influence of associations and their abundance.

As to the personal hygiene, the school, and, if I may use the term, pedagogical hygiene, indispensable with sufferers from adenoids or with pupils having suffered from that lesion, some few words may be said, though I am quite aware of the fact that my own experience is too insufficient for me to lay down anything like general rules, nor do I make any claim to originality in these remarks.

The first precaution should be directed towards protecting from colds, every attack of cold being likely to aggravate the morbid state of the upper tonsil, and, in general, the passages connected with the organ of hearing. Cold feet in particular are a serious sign of coming or existent derangement of the tonsils and the hearing passages.

Consequently, an effective and reliable system of heating and ventilation is of the utmost importance if sufferers from bad throats should not be affected detrimentally while in the schoolroom. Nothing is more pernicious, to this class of pupils more especially, than sitting in a room too hot or too cold, exposing them to great variation of temperature, or to an atmosphere full of moisture and stagnant air.

The ventilation should be automatic, and in no case left to the pupils themselves, who cannot be supposed to understand and watch over that first condition of their welfare—a supply of fresh air.

Nothing but experience can show you what it really means to have to teach a group of boys with a high percentage of sufferers from adenoids, and in a room not ventilated decently, for some two or three hours.

The classroom must be kept free from dust and other substances that can be stirred about in the air—an axiom in all cases; but here the reverse is a crime against the pupil's right of not being exposed to serious bodily risks when his school-work is being done.

The pupils must be placed so that they have the greatest possible facility for hearing what is said by the teacher. In special cases, when they have to perceive sounds, words, or phrases hard to follow, the teacher had better speak close to them, or, as my experience goes, directly into the pupil's ear; of course, in this case, only in a distinct, but not shouting, voice. In this way very poor hearers have succeeded at once in hitting upon sounds formerly almost impossible to master—another proof that lack of innervation is the principal source of errors in weak hearers.

Since hearing is defective, the teacher will have to appeal to the organ of sight in order to be able to test whether the instruction given has been apprehended or not.

From the pedagogical point of view, the general lack of interest in learning, and more particularly in learning languages, is a highly characteristic and important feature in sufferers from adenoids.

It is easy to explain this lack of interest as a symptom of the aprosexia mentioned above, or the difficulty of concentrating the attention upon a fixed object. First and foremost it should, however, be looked upon as a consequence of the unsatisfactory hearing. Sounds, words, the speech as a whole, are perceived very incom-

pletely. There are few clear word-pictures; too much is vague. Centres of association are wanting, and, as a rule, there is too little of interest. Interest means nothing but an accumulation of perceptions associated with one another and with other earlier perceptions, and thus building up the frame of conscious will of learning, of interest.

These factors, contributive to lack of interest and implying slow progress, are serious difficulties, not to be overlooked in planning the school-work. But difficulties are made to be overcome. A great deal of patience, and, first of all, an unflagging perseverance, is demanded of the teacher who has to deal with sufferers from adenoids. Thanks to these two qualities he will succeed at last, but, very probably, only as the result of hard work. In this work he is entitled to claim the support of all supervising authorities, and last, but not least, the sympathy of his fellow-workers.

I shall end with the following conclusions:

Considering that the organ of hearing is of the utmost importance in all teaching and learning, but, above all, in languages, and that a defective hearing is caused by adenoids, compulsory examination of all school-children for the presence of adenoids should be made by specialists in connexion with hearing-tests, at least once at the age of eight to ten years, and, in the case of new-comers, when entering the school.

The results should be recorded by school authorities and made accessible to all teachers, more especially to those of languages.

All pupils in need thereof should be treated by specialists.

Before beginning the study of a foreign language, there should be a further examination of nose and throat in connexion with careful hearing-tests. Results should be recorded and handed to the teachers. The hearing-test must be repeated at least once every year. Also, all cases where adenoids or other troubles referring to the organ of hearing have been present should be recorded, and teachers informed of the history of their pupils in this respect.

On the request of a teacher every pupil should be obliged to go to a specialist to have his hearing tested, and the state of his nose and the naso-pharyngeal region examined.

Such a co-operation between the school and the medical world is a *sine qua non* for a successful carrying on of one of the most important school subjects—the learning of foreign languages. It would greatly contribute to prevent mistakes on the part of teachers in treating and right judging of their pupils; it would smooth the way and facilitate progress in school and life for many a boy and girl, many a man and woman, now lagging behind; increase his or her chances individually and socially—in a word, create more happiness in their lives.

HUGO HAGELIN.

THE PLACE OF TRANSLATION IN THE TEACHING OF MODERN LANGUAGES.*

I SHALL not be able within the time at my disposal to deal with all the points raised in the long discussion which has been taking place in the columns of our organ. All I shall attempt is to bring up essential issues for rediscussion. And I trust I shall

not be expected to discuss the matter in a spirit of detachment from party. I rank myself with the Reformers. I have been connected with the movement since its inception in this country, have known more or less intimately all those who made it, profess to be familiar with what they think, and venture, therefore, to believe that in matters of general principle I shall be expressing their views.

* Paper read at Annual Meeting of the Modern Language Association on January 8, 1908, with the discussion thereon.

Between these views and those attributed to the Reformers by Mr. Latham there is a very considerable difference.

Let me begin by clearing away one fundamental misconception. Mr. Latham charges us (MODERN LANGUAGE TEACHING, vol. iii., p. 47) with not regarding the 'comprehension of literature' as of more importance than conversational facility or original composition. Professor Viëtor denied this at once in his contribution, a denial which did not, however, prevent Mr. Moriarty from repeating the charge with reckless emphasis in a subsequent contribution (MODERN LANGUAGE TEACHING, vol. iii., p. 173). I venture to say that I carry every Reformer here with me when I assert that we regard, and always have regarded, the ability to understand the foreign literature as the chief end, and, further, that we value the oral method chiefly as the most efficient means to that end. Let me add that the practice of giving independent 'conversation lessons,' of which the only object is to teach conversation, whether for examination purposes or practical utility, has no greater enemies than those who instituted the Reform movement in this country. Such lessons, which are almost always to be found being taught side by side with the old method, are a complete negation of the Reform principle of unifying instruction by basing it upon the reader. I refer to those lessons, of course, as part of secondary general education. In technical schools they have their proper place.

So far, then, our aim is that of Mr. Latham; we wish to provide the pupil with the key that unlocks the literary treasure-house of a foreign nation. We differ, though not as much as Mr. Latham imagines, in the method of achieving this aim. The difference centres in the problem of translation, and what I propose next to say is concerned with translation solely as a method of linguistic instruction. With its value as a mental discipline, or as a method of teaching English, I shall deal later.

In order to make it clear where we differ

and agree, I shall consider the part translation should play in each of three definite stages in any given French lesson upon Reform principles.

Translation as a Method of Teaching the Meaning of New Words.—This is the first and unavoidable step in any lesson. Referring to this stage, Mr. Latham says: 'I differ with them (the Reformers) in that I would retain a judicious use of the mother-tongue and of translation as channels, though not the only channels, through which the learner can be fed with the materials for this composition and conversation' (MODERN LANGUAGE TEACHING, vol. iii., pp. 206-7). He then goes on to show that there are other effective ways of teaching the meaning of words—e.g., by pictures, etc.—and finally charges the old method with ignoring this fact. The old method failed, 'not because it passed from *boulangier* to *baker*, or from *baker* to *boulangier*, but because it never did anything else.'

Exactly so. This is what we have been proclaiming for the last ten years. We hold that translation is one, but not the only, legitimate means of making clear the meaning of foreign words. We have said it, written it, shouted it from the house-tops, and seemingly to deaf ears.*

* As some of my friends seem to think I have only recently 'come round,' I imposed upon myself the task of re-reading my own utterances, and have been highly edified by my consistency. Five years ago, on December 23, 1902, I gave an address to the Modern Language Association on the 'Use and Abuse of Translation.' The views there expressed, and published on p. 41 of the MODERN LANGUAGE QUARTERLY of 1903, are practically identical with those I expressed at this year's meeting. To make the similarity between the two meetings still more striking, I find in a report of the same meeting in the *Journal of Education* (January, 1903), 'that Professor Rippmann found himself in substantial agreement with Mr. Kirkman.' I find almost the same views expressed in a series of articles in the *Journal of Education*, which I contributed, in collaboration with Professor Findlay and Mr. A. E. Twentyman, at the very dawn of the

It is true that the Reformers would even at this stage limit translation to the strictly essential, but not because, as Mr. Latham imagines (*MODERN LANGUAGE TEACHING*, vol. iii., p. 204), they think it impedes the direct connexion. For all we know, it may help the direct connexion. What we are certain about, and we have said it frequently at past Modern Language Association meetings, is that when the meaning of a word has been taught by translation, or when spontaneous mental translation has taken place, there is no difficulty in breaking the indirect connexion and creating the direct, if the translation is not persisted in after it has served its purpose. When the mother-tongue is not deliberately insisted upon, it ceases automatically to act as a mental link between the foreign word and its content, simply because its presence is not essential. It perishes by disuse.

We avoid translation at this stage as much as possible, on the principle that the more French and the less English in the French hour the better for the French, and also because we wish to train the pupils to have words explained in French, a most valuable means of giving the connotation of a word with a precision often impossible by translation.

We believe, then, at this stage in 'judicious' translation, the amount depending on circumstances, but the less the better.

Reform in this country (1896-7). Except in respect to phonetics, these articles were endorsed by such Reformers as Mr. Fabian Ware and Mr. H. W. Atkinson. Again, I find in the *MODERN LANGUAGE TEACHING* of November, 1906, one on the 'Learning of Words,' by Professor Rippmann, and the other a report of an address to the British Association by myself, in which all the essential points dealt with at our last meeting are discussed, and in the same sense. Yet, at our last meeting some one had the audacity to accuse us both of being the *extremists*, and also of not having made known our views. To expect us to do more than we have done is to impose a very heavy strain upon the retiring nature of our dispositions.

Translation in the Practising Stage.—

The object of this step is so to familiarize the pupil with the *use* of the word-matter he has learnt in the first step, with its constructions, inflexions, idioms, that he can understand it when read or heard, and reproduce it in speaking or writing without conscious effort, so that, in short, he can use it as the native uses it. If this facility is to be acquired the direct connexion must be established. This Mr. Latham admits:

'I agree with my opponents that we must have conversation and composition immediately in the foreign language if any facility in its use is to be acquired, and I agree that such facility is desirable' (*MODERN LANGUAGE TEACHING*, vol. iii. p. 206).

Now, if Mr. Latham admits the necessity of the direct connexion at this stage, he admits the fundamental principle of the Reform method, the principle by which it stands or falls, and in respect to which we admit no compromise, no sitting on the fence, no 'mean.' But in spite of the above quotation, parts of Mr. Latham's article leave me still in doubt whether we are to count him with us or against us.

Let me refer here to what has been said about the inaccurate grammar of pupils taught on Reform methods. In so far as the Reform is responsible for this, it is due, not to the use of the oral method, but to neglect of it. The oral method—question and answer in the foreign tongue—can be, and has been, applied to the teaching of grammar in such a way as to afford a more thorough and effective drill than is given by any other means. Space forbids me to develop this, but I am quite prepared to prove it, if challenged. The old method, let me add, sometimes taught accuracy in grammar, but not necessarily in the application of grammar—quite a different thing.

Translation as a Test.—The Reformers have always admitted it, both as means of control in the class-room and as a test in public examinations. How far it should be used remains an open question.

Personally, I would rigidly exclude translation into the foreign language from all junior examinations, because it compels many teachers to give systematic translation lessons at a stage when they regard it as very undesirable.

Translation as a Mental Discipline.—So far I have dealt with translation as a method of teaching a foreign language. But, according to Mr. Latham and Mr. Moriarty, it also claims our attention as an 'unsurpassed means of mental discipline.' It teaches discrimination in the choice of words, it cultivates felicity in expression, and, to quote Pliny, 'gives force in developing ideas.' Who denies this, or has ever denied it? Who, in possession of his senses, ever would deny it? If the Reformers have not emphasized the fact, it is that they were charitable enough to assume it was generally recognized. What may be denied is that translation affords a complete literary discipline. It does not, for example, teach *composition*, using the word to mean the ability to select and arrange one's material in such a way as to produce a literary whole that is a work of art. The reason why the French surpass us as teachers of composition is their clear recognition of this fact.

But do Mr. Latham and his supporters seriously maintain that, beyond the limited literary discipline above referred to, translation supplies a mental discipline that is not supplied equally well by some other subject in the curriculum? If so, I challenge them to prove it.

Admitting, then, the value of translation as a literary discipline, to what extent is it to be used? Limits of space must be my excuse for laying down dogmatically the following axioms: (1) That if translation is to be done as a literary discipline it must be done thoroughly: the systematic indifferent translation often permitted in the class-room is an unmixed evil; (2) that literary translation should not be done in the French or German hour unless it profits French and German as well as English; (3) that this kind of translation, especially from English,

should not be attempted till the pupil has made considerable headway in the *direct* use of the foreign language. I would exclude *systematic* translation altogether from the earlier stages of instruction.

It is, of course, open to Mr. Latham to say that we are not the Reformers he has been attacking. Very good. Let him find the reformers he has been attacking—these 'root and branch reformers,' the 'revolutionary party'—and we shall be only too delighted to join him in hunting the wretches down and in exterminating them—horse, foot, artillery, and camp-followers. Can I say more?

But whatever he says does not alter the fact that we have been indiscriminately tarred with his brush. Still, I do not regret his attack: First, because it has given us an opportunity of re-stating our position; secondly, because it reveals to us the extent to which we are still misunderstood; and, lastly, because it has permitted us to enjoy the joyous wit and the dialectical ingenuity of Mr. Latham.

F. B. KIRKMAN.

The CHAIRMAN: I invite discussion upon the paper that has been read. I am sure that we shall all agree that it is a most interesting and valuable paper, and I have no doubt that we shall have a particularly valuable discussion.

Mr. MILNER-BARRY said that he did not intend to take part in the discussion from his own point of view, but he had been empowered by Mr. Siepmann, of Clifton College, to read to the meeting his views on the position of translation in the teaching of modern languages. Mr. Siepmann was at present out of England. He need not remind the meeting that Mr. Siepmann was a teacher of great experience, and had been singularly successful in his profession. Mr. Siepmann wrote as follows:

'It is sad that the Modern Language Association should at this time of the day discuss at the Annual Meeting the question whether translation is to be abolished; for I believe that every practical school-

master of experience who has followed the Reform movement in the various countries of Europe, and has made serious experiments in the class-room, must look upon this point as a *res judicata*. One thing is quite certain, that unless our pupils translate into English what they read, a good deal of the text read remains obscure to them, and a good deal is taken to mean something different from what it does mean. But, quite apart from this, it seems folly to throw overboard a practice which is an excellent training in accuracy and style. I am at the same time satisfied that a text read and translated is not to be considered as done with, but these preliminaries are merely clearing the ground which is to be cultivated. When once the pupil knows the meaning, not in a general way, but the exact meaning of every sentence, then, and not until then, can a successful treatment of the thought contained in a given passage or chapter begin, and that should be done in the foreign language by way of question and answer. If this operation is carried out skilfully, the pupils will not only receive valuable practice in the spoken tongue, but they will also see the gradual development of a series of thoughts in a logical order. And if the master writes upon the blackboard the various points which are dealt with by the author in such order, the pupil should elaborate these points in the final stage in connected speech. In that way he gets practice in the foreign tongue in connected speech, and he is trained to express himself clearly and logically on a given subject.

'It is simply not true that the fact of the passage having been translated into English in the preliminary stage prevents the pupil from expressing himself in the foreign language without thinking of the English. He will do so at first, whether he has translated or not; but the further treatment of the subject in the foreign language, and the fact that in this process he becomes gradually more and more familiar with the thought and the forms in which it is expressed, is alone

sufficient to make the English recede more and more, and to bring the foreign forms to the top in his mind, so that he can express his thoughts on the subject in hand without thinking any longer of the English. This does, of course, not imply that he will be able to express himself in this direct way on *any* subject, but gradually he will gain greater power and greater confidence, and when in the course of years he has become familiar with a whole array of topics in the way described, he will in the upper forms express himself on any ordinary topic without shaping his thought first in English. But my experience has shown me unmistakably that, even with advanced pupils, it is not safe to read an author without translating him first if anything but a superficial knowledge is aimed at. No schoolboy can reach that stage of proficiency in a foreign language that he can read a stiff passage and take it in correctly and accurately without translating it. Translation alone reveals to him the many difficulties contained in a passage, and translation alone will show him the fine shades of meaning expressed by the author.

'I have no doubt whatsoever that a pupil trained in the way I have indicated will at the end of his school career read an ordinary book with much fuller understanding, without translating it, than a pupil who has not gone through this training, for the former has learnt to read accurately and the latter superficially.'

Professor RIPPMAAN said that, when he read a page of literary French or German, it took him perhaps two minutes. He appreciated what he read, and, generally speaking, he had no doubt that his reading powers were superior to his speaking or writing powers. Now he was told that in reading thus he had been going through a process of 'unconscious' or 'subconscious' translation. If he sat down and tried to write a translation of the same page of French or German, and do it well, it might take him two hours; and what kind of translation, whether 'unconscious' or 'subconscious,' that could be which he

carried out in reading he did not understand in the least. Was he in two minutes producing a rendering of the idiomatic passage which was really satisfactory? Was he doing word-for-word rendering such as could be produced by mechanical reference to a dictionary? At any rate, whether there were an unconscious or a subconscious translation or not, he realized it as his most important task as a teacher to confer upon his pupils that same power of appreciative reading that he had himself acquired. He regarded it as of supreme value for his pupils, but he could not hope to impart it to all in the same degree. What we wanted to send away from our schools was pupils who would read their French or their German so that the thought would enter their mind as nearly as possible in the way in which that thought would enter into the mind of a Frenchman or a German.

The difficulty of real translation had been pointed out in Mr. Storr's admirable address of the previous day. For the last ten or twelve years it had been his (Mr. Rippmann's) work to correct the French and German translations of men who had been three years at the University, and who had learned modern languages on the old method, and the great bulk of them were incapable of translating French and German into what he would call real English and of giving an adequate rendering of the thought. Was it imagined that there was any mental discipline in translating sentences of the old-fashioned type such as 'Have you a tooth-pick? No, but the chimney-sweep has a pocket-knife'? If there was any literary value in that, let it be shown.

He maintained that at the early stages there was no *art* of translation. Literary culture was not our object in teaching beginners. In the elementary stage there might be occasional translation of a word or phrase for the purpose of comprehension. The Reform teacher had always approved of that; nor was it necessary to assure him that, when a new foreign word was given, the English word presented

itself to the mind of the child. It was inevitable. The only question was, Should they always give the translation at once, without any effort on the child's part to understand the new word, or was there some value in letting the child get at the meaning for himself? The Reform teacher maintained that there was a great difference between supplying the English equivalents indiscriminately from the dictionary or vocabulary and giving them in a discriminating way. They were sometimes told that the definitions given in Reform method books were inadequate; but they did not want to give children complete definitions of words. The word of which the pupil was to ascertain the meaning occurred in a book, and if the book was a good one for the purpose the new word would occur in a reasonable context, so that the pupil trying to ascertain its meaning would not depend exclusively upon the explanatory footnote. When the meaning of the word was once obtained by the child, he should repeat and repeat and repeat. The objection that the pupil's idea might be hazy at first was in the case of certain abstract words undoubtedly true; but to supply an English word which by no means embraced its full meaning was to supply a misleading definition. The proper way to dispel the haziness was to repeat the word in varying contexts.

There was an idea that translation was necessary for grammatical practice. Reform teachers had shown that there was very real value in the kind of exercises which they had tried to substitute, and grammar was now being taught as applied grammar, and not in isolated words; it was practised in the foreign language, not by means of translation.

* To connect the new word with various groups of words already present in the learner's consciousness, with its opposite, with its derivatives, with words of similar meaning, etc., is of much greater value than to connect it directly with the English (more or less) equivalent word. It leads to the formation of associations which help to fix the word in the mind.

He would be the last to deny the value of translation as an art, and Pliny's words, which Mr. Moriarty had aptly quoted, were as true as ever; but such translation was an exercise for the advanced student, especially in the case of translation from the mother-tongue. Those who disagreed with the advanced English Reformers often expressed their complete approval of the importance attached by them to phonetics, to oral practice, to applied grammar exercises. They were willing to adopt all these, but they wished also to practise translation from the mother-tongue from the outset. Now, it was not likely that the time allotted to modern languages in schools would be materially increased. The consequence was that they would have less time for set composition than before, and would therefore achieve still less than at present. And what had they achieved? Examiners always told the same tale in reporting on the composition work of modern language candidates in junior examinations: it was hopelessly bad, marred by gross neglect of the rudiments of grammar and vocabulary.

Mr. Moriarty had suggested as a compromise that at least one lesson a week should be given to colloquial work, and the rest to prepared translation and composition. He (Mr. Rippmann) could not accept this, because he maintained that the reading of a text and oral practice should go closely together, and that set composition was out of place, except in the case of a very good class at the top of the school.

Mr. Latham's contention that 'practice was mechanical, but comparison intellectual,' he characterized as a specious but misleading remark, and maintained that practice such as the Reform teachers had introduced was of real intellectual value, whereas the comparison called forth by the translation methods commonly employed consisted largely in foreign words being directly connected with English words, often with only an indirect connexion with the underlying idea. In oral examinations he had often

found that a candidate was unable to name quite an ordinary object, but when the English name was mentioned he was able to give the foreign word at once.

Professor Rippmann proceeded to quote a passage from a letter by Mr. Pollard,* who said: 'To put off translation is unfair to boys leaving before the highest forms are reached. These boys will have forgotten, a year or two after leaving school, their modern languages; and if mental training has not been a serious item in their education, what is the benefit they will have gained for their work in life?' and the following passage from a letter by Mr. A. Tilley†: 'If the aim of teaching is to promote intelligent and fluent reading of the foreign language, then translation should be used very sparingly, and chiefly as an educational test; but if its aim is to turn out a scholar, or even to instil into the learner notions of accuracy, taste, and literary insight, then translation, both from and into the foreign language, is indispensable.' He expressed his regret that these eminent men should have misunderstood the methods and objects of the Reform teachers, who desired that even those pupils who did not reach the highest forms should acquire such power of reading and such interest in literature that they would not forget their modern languages a year or two after leaving school; who believed that the training given in the foreign language called for much more serious mental effort than used to be customary in the days when the dictionary held undisputed sway; and who did not agree with Mr. Tilley that it was a question of difference of aim, not of method. Reform teachers were in complete agreement with Mr. Latham when he stated that the aim was to enable pupils to 'think the thoughts of exceptionally gifted minds.' It was the thought they cared for above all things; and, therefore, their main object was to enable their

* *Modern Language Teaching*, iii. 221.

† *Ibid.*, iii. 222.

pupils to read intelligently and fluently. When this had been achieved, they could proceed to the higher work of training scholars; but it was surely injudicious to treat all boys and girls as though they were going to stay at school until they were eighteen or nineteen, and then to take Modern Language Honours at the University. How many of their pupils would ever be called upon to do the work of expert translators? How many would shine in the ranks of scholars?

Mr. Latham's experiences as an examiner,* and Mr. Fuller's as a teacher of modern languages,† would have been more valuable if they had given full particulars. The interest of carefully recorded experiments was very great, and he hoped that Reformers and those who disagreed with them would alike continue to carry on their experiments in friendly rivalry. He looked back upon the last ten years as a period of real progress. There had been occasional skirmishing, attack and counter-attack, but there had, fortunately, been no such *odium philologicum* as had been witnessed elsewhere. He maintained that the aim of all earnest teachers of modern languages was the same, though they might seek to attain it by diverse paths. It was the animating spirit that was all-important—the spirit of intelligent sympathy, of sweet reasonableness and international goodwill.

The Rev. W. H. HODGES (St. Lawrence College, Ramsgate) said that a great statesman once asserted that we were all Socialists now, and he thought that it might be said that they were all Reformers now, because nobody wanted to go back to the old days when there was either a Frenchman or a German in the English school who had a very imperfect knowledge of English and a still more imperfect capability of keeping order, and the class was a bear-garden; or else the foreign language was taught by an Englishman who could not speak it.

They were all Reformers, but to some extent they differed on certain points. He had a complaint to make against those who were represented by Mr. Kirkman and Professor Rippmann, and whom he would venture to call extreme Reformers. It was that, even when attacking an opponent like Mr. Latham, they set up a doll, and painted it something like their opponent, and then they knocked it down, and said that they had beaten their opponent. He went rather carefully through the reproduction of Mr. Latham's speech of last year in MODERN LANGUAGE TEACHING, and his impression was that Mr. Latham's arguments had not been met at all, and that the so-called arguments which had been answered to-day were arguments which had never been set forth by Mr. Latham, and which, he should say, all the members of the Association had discarded. But, at the same time, there was one radical difference among the various members of the Association, and translation, he supposed, was the bone of contention. With regard to the use of translation, Mr. Kirkman was rather like the old-fabled Proteus. They attacked him at one point, and he changed his shape, and set up something else. For instance, he told them in the beginning of his paper that he admitted that in the first stage lessons there was a legitimate use of translation, and he stated that modern language teachers had been proclaiming that fact over and over again to deaf ears. He (Mr. Hodges) must confess that he must be very deaf, because he had not heard the proclamation. He had had a good deal of experience of the Reform method. He had been a pupil of Mr. Tilly in Germany, and had sat at the feet of Professor Viëtor; also he had studied many of the plans proposed by the extreme Reformers, and he had always thought that the main thing which they insisted on was that, at any rate in the beginning, they should banish English altogether. They used a picture, and they pointed out various objects, and they told the French name; but there were certain

* *Modern Language Teaching*, iii. 201.

† *Ibid.*, iii. 100.

words that could not possibly be explained in that way, and he would venture also to state that there were pictures in existence, and largely used, in which the pupils could not always tell what was meant by the pictures. The teacher might be explaining a cow, and the children would think that he was talking about a donkey. Mr. Rippmann had said that there was not time for translation in a class. In opposition to that, he would say that translation, used as a way of getting at the meaning of words, was one of the ways of saving time. To explain an abstract word such as 'very' or 'très' without translation would take ten minutes; but to tell the boys and girls that 'très' meant 'very' would enable them to understand it at once. It would save a great deal of time and the writing up of half a dozen sentences, and it would not interfere with their appreciation of the French.

Professor RIPPMAUN said that both he and Mr. Kirkman accepted the use of translation in the case of a new word or phrase to make the meaning clear.

Mr. HODGES, continuing, said that he was glad to find that Professor Rippmann was in agreement with him about that matter, because there were many people who arrogated to themselves the name of Reformers, but who would object to even that amount of translation. It always seemed to him that in all stages of modern language teaching, but much more in the advanced stage than in the elementary stage, they lost a very great deal if they did not make use of translation, because they would lose all the ideas or concepts which had been formed in the pupils' minds, and which they had already learned to express in English words, and they would take them back to their early childhood for them to begin to form their ideas again. If this course was adopted, it would have to be followed a second or a third or a fourth or a fifth time—that is to say, every time a fresh language was commenced.

A MEMBER asked Mr. Hodges who were

the people who objected to the use of English words in such a case as he had described.

Mr. HODGES: Mr. Kirkman and Professor Rippmann have both publicly written that you should use English as little as possible.

A MEMBER: As little as possible, certainly.

Mr. HODGES said that his point was that the English word should be used rather more, or considerably more, often for explanation, in some stages than Mr. Kirkman would use it. The last point that he would make was that the only efficient way of testing in a short time the work done in the class-rooms was translation. ('No.') If the testing was to be done by giving the class free composition, it would be often impossible, unless the class was very advanced, to get anything like a fair test.

Mr. VON GLEHN said he wished to take up the note of peace and goodwill on which Professor Rippmann had closed. Now that the general principles of the Direct Method were almost universally accepted at least, if not yet whole-heartedly applied, it was more important than ever to give free scope to experiments in practice, while at the same time making sure of agreement on fundamental questions. But even here there lurked a danger. Owing to lack of training in psychology there was great danger of their emphasizing points of very small difference in practice, and tracing them to fundamental differences in theory. He was conscious of this lack of training himself, and was chary of talking psychology.

On this question of the Place of Translation, it seemed to him most encouraging that even Mr. Siepmann, who, in the letter that had been read, appeared as a champion of translation, was with them on the most important point—a point which Mr. Kirkman had made, and which, if he might judge by the applause that greeted it, they almost all agreed about—and that was the importance of avoiding the mother-tongue completely at what Mr. Kirkman

had called 'the stage of practice.' There seemed to be a great deal of difference of opinion as to how far the mother-tongue should be used in the preceding stage—viz., that of teaching the meanings of new words and new expressions. But it was really a fact of the highest importance that they were all agreed about the avoidance of the mother-tongue in the practice stage of the foreign language. This principle, if he remembered aright, had been insisted on yesterday in that admirable account that they had heard of Modern Language Teaching in the West Riding. He did not doubt that when translation was used in the explanatory stage, the connexion with the mother-tongue could be broken by repeated practice in the foreign tongue alone. But there must be plenty of the latter. Everything, he thought, depended upon that. As a matter of fact, most of them were agreed that the thing to 'go for' was 'direct association,' and some thought that to attain this end it was best to avoid all use of the mother-tongue. Others thought that the mother-tongue ought to be used as much as might be found necessary. Personally, he thought the ideal to aim at was to use it as little as possible; and he found in practice that, if one did not aim at avoiding it, one did not discover all the ways there were of avoiding it. This he had experienced in his own teaching, where he had to use the mother-tongue more or less, according to the class. If a teacher was fortunate enough to be able to classify his pupils according to their ability and not according to their age, he would find that he had one class of pupils of ten or eleven in which he had to use the mother-tongue a great deal, and another in which he practically did not use it at all. It was simply a question of judgment and adaptation, and the principle remained exactly the same—i.e., avoid the mother-tongue. It made all the difference whether one's ideal was to use the mother-tongue 'as little as possible' or 'whenever it seemed necessary.' But in the practice stage of the language, if they agreed in

aiming at direct association as the true way of developing *Sprachgefühl*, they must necessarily avoid the mother-tongue altogether, and use the foreign language alone.

Again, when they came to the third stage, the test stage, the test of translation, though useful occasionally, was far from being the only one, or even the best. Here, again, it was only by deliberately avoiding the use of the mother-tongue that one discovered all the different means there were of doing without, and of testing the foreign language in and through the foreign language. They must have an ideal to hold to, and not go muddling about in practice without an ideal; and the common ideal of all good teaching, whether they were partisans of the old or the new method, was to make what they taught *real* to their pupils. And all teachers of languages, even the old-fashioned ones, knew that the way to get this *reality* was to make the pupil see—*visualize*—what he was speaking, reading, or writing about. He knew teachers of classics who felt this need of visualization so much that, when they were translating Cæsar with their classes, they were constantly putting the same kind of questions that were used as tests under the Direct Method, and some were actually beginning to put these questions in Latin and Greek, of course with excellent results. The important thing was that language should be connected with objects, ideas, sensations, and sentiments, and not with mere words in another language. Only recently a French lady teacher, with a wide experience both of class and private teaching, had told him she had been struck by the fact that English children, on the whole, were deficient in the habit of *visualization*. It was one of the national defects of the English that they did not *visualize* enough in their own language. He (Mr. von Glehn) had found that by beginning early it was quite easy to develop this habit in English pupils in connexion with French. So much so, indeed, that they afterwards found it natural to apply it to Latin—one of the

many good reasons for teaching the modern before the ancient foreign language. All this, he thought, was to the good, because it developed that concrete basis of all language expression without which they could not have art of any kind or any real appreciation of art.

Finally, he wished people would always distinguish between the three different things which had been indifferently called 'translation' in the course of the discussion—between (i.) the 'Occasional use of the mother-tongue' in explaining new words and expressions, and for other purposes, (ii.) the old-fashioned continuous 'Construe' and (iii.) the 'Art of translation,' on which they had had such an able lecture the day before from their President, Mr. Storr, and which naturally fell into two parts—translation *from* and *into* the foreign language, the French *Version* and *Thème*. The first must occur more or less, especially in the elementary stage; but he wished they could agree to banish the old 'Construe' from the classroom—that reading off of the text in English—as the first means of elucidation. Mr. Siepmann, in his letter, apparently implied that the whole of the text should be translated before they came to practise what had been acquired in the foreign language. Well, this depended entirely on the text. Personally, he (Mr. von Glehn) thought that the ordinary reading ought to be sufficiently easy for each sentence to produce its impression in the foreign language. There might be one or two words here and there which the pupils did not grasp, and they could be explained by pantomime, pictures, paraphrase, or, if necessary, by the mother-tongue, but the general meaning of the sentence should be grasped *in the foreign language*. He believed that a text in which the teacher had to use the mother-tongue for more than half the sentences was a text too difficult for the class; and he should apply that gauge right through. He did not think that a class should begin to read Molière until they were advanced enough to get a clear

general impression from the foreign text without and before translating it. Let translation come afterwards, by all means, but only of limited portions of special beauty or even of special difficulty, so that it should be regarded as an occasion for putting forward one's best powers. Otherwise one would fall back into the pitfalls of the old-fashioned 'Construe.' In a word, let the only translation practised be the 'Art of translation.' This form of translation—the French *Version*—was of great value in many ways at every stage, except, perhaps, in the elementary, where he preferred to use it only as a rare test; for the elementary stage was the all-important stage for forming habits, and in that stage they must concentrate all their efforts on forming the habit of Direct Association, which would be interfered with by the regular practice of translation from the foreign tongue. As to the art of translation *into* the foreign language—the French *Thème*—it was still an open question with reformers where it should begin. He was beginning to think more and more that it should begin only in the highest stage, if at all, at school. Up to that point all composition in the foreign language should take the form of Reproduction and Free Composition, and there should be plenty of both. As to pupils who left school at sixteen, it could not be expected that they should have had a training in translation into the foreign language unless they were very exceptional; but they ought to be turned out capable of writing their own thoughts in the foreign language. The difficulty in writing the foreign language came in where a person had to reproduce in the foreign language ideas and notions that he could not write 'off his own bat.' When one had only to write things which one might have conceived oneself it was perfectly easy; but the expressing in the foreign language ideas foreign to, or at least unfamiliar to, the translator, was a very difficult process, and one could only expect it to be practised with real advantage at the Univer-

sity or by the very best pupils, such as scholarship pupils, at school. He should like to mention that this had been done in classics. He knew a school where continuous prose was formerly begun only in the Sixth, and this had been attended with excellent results. One of the best teachers of Latin and Greek composition at Cambridge had told him that he attributed his success therein to having begun composition late, when he already had a large stock of Latin and Greek at his command; and another famous classical scholar had told him that his success in composition as an undergraduate came from having practised free composition in Latin and Greek.

Miss SHEARSON (Exeter High School) felt a little sorry that a good deal of emphasis had been laid upon words and the necessity of the translation of words. From an experience extending over the last six years, she thought that they undoubtedly made a mistake in thinking that a child was necessarily going to stumble over words. A great deal of time and thought must be given to the choice of the text-book which the children were to read. They should not immediately have a text-book in which they would come across any number of difficult words, which the teachers would find very difficult to explain without resorting to the mother-tongue. The text should be such as would not constantly require explanation. People learnt a great many of the meanings of words by understanding the sentences in which they occurred; and it was the sentence that was the unit, and not the word. She had been struck by a point which she did not think had been mentioned. They had been constantly hearing about translation as a help to understanding the text. Her experience, again, told her that they must be very careful to look at this matter from just the opposite direction. It was not translation which was going to help the comprehension of the French or the German; but it was, she found, being able to read and understand the French and the

German that would help the translation when the time for it came. A short time ago there was a long paper in MODERN LANGUAGE TEACHING on the difficulties of translation, and a more amusing set of horrors than appeared in that article she had seldom read. One of the things which she thought the Reformers were doing was to teach the boys and the girls to understand the text as they read it in the foreign language, and the understanding of the text in the foreign language made such horrors almost, if not quite, impossible. During the last five or six years she had found that amongst those of her pupils who had been instructed in French without the medium of translation she was able to count on the fingers of one hand the horrors of perverted or wrong French translation. With regard to examinations, she should be very glad indeed if those who were in authority in the matter could see their way to refusing to admit to a written examination in modern languages any person who was unable to speak the language in which he was going to be examined. She hoped in time that they would have a junior examination, such as the Junior School Examination of the University of London, in which an oral test was compulsory, and in which success must be obtained before the pupils were allowed to take any written test. There was a time when it would be good to introduce translation, but in a school where the leaving age was about eighteen she would not think of introducing translation before the Lower Fifth Form. Mr. Kirkman had said that he would banish translation altogether from the school, and that he hoped that people would not introduce translation until the student had mastered the rudiments of his own or a foreign language.

Mr. KIRKMAN: I did not say banish translation altogether from the schools.

Miss SHEARSON said that she was sorry that she had mistaken him, but she certainly understood him to say so. It had been her experience to find that those who were the greatest opponents of the

Reformers were those who had tried many methods and persevered in none. If they would take up only one method with their heart and soul, although it might be a bad one, and press on hard with it, they would certainly achieve more than if they took up all sorts of methods one after another, persevering in none. In ten years it was plainly impossible to do justice to more than one, or possibly two, methods. She hoped that any persons who were being converted that morning would remember to stick to one method, and persevere with it to the very end. They would not regret doing so if they did it properly.

Miss NEUMANN (Harrow) said that she felt grateful to Mr. Moriarty for having suggested a compromise, for she felt very strongly that a compromise was wanted. One lesson a week in reading an easy book which the girls could understand, and upon which the teacher could question them, would be a very good practice. As to composition being deferred to the Sixth Form, she entirely disagreed with it. Composition, she believed, should be introduced as early as possible. What she generally did for the lower forms was to write a composition herself, and give it to the pupils to put into French or German. In the Sixth Form she gave the girls any piece of composition, sometimes a newspaper cutting. She had had a great deal of experience in that practice, and she found it answered very well.

Miss MATTHEWS said that some people spoke as if they thought that in the elementary stages of language teaching Reform teachers started with abstract words, whereas very few Reformers did so. There was no doubt whatever that children remembered words signifying actions, if they could perform the actions themselves, and in that way a very large number of verbs could be learned; and, as they all knew, verbs were one of the crucial points in language teaching. There was a great variety of ways in which abstract terms could be approached. One, of course, was translation; and this, at a certain point,

was sometimes unavoidable. When one abstract word had been given they could, sooner or later, come to its opposite, and surely the opposite term might easily be explained by telling them, in the language itself, that it was the opposite of the word which they had already learnt. A very large number of words could be treated in this way. She agreed very heartily with what Miss Shearson said with regard to sentences rather than words. In inspecting a large girls' school recently she was very much struck with the different kinds of teaching. She found that in one or two classes the stress had been laid upon words rather than upon sentences; and, as might naturally be expected, the results in those forms were not as satisfactory as those in the forms in which they had been working with sentences. With regard to using only the minimum of translation, the point had been made that they should make the French or German atmosphere as strong as possible, and there was no doubt that the interpolation of even one English word sent the pupil's mind back into an English strain. When in France she had on certain days been told that she was more English than usual. This was invariably due to the fact that she had received an interesting letter from home, or had had a few minutes' conversation with an English person. It was far more difficult to recover the foreign strain than to lose it. The foreign atmosphere should be kept up in the class-room as much as possible. Of course, English must be used when necessary. They must not make a fetish of 'no translation.' With regard to testing, was it not possible to do it far more quickly with questions and answers; and would not that method keep the class more on the alert than it would be otherwise? Miss Shearson had said that she hoped that no candidate would be admitted to an examination without an oral test, and so far she agreed with her. But, then, Miss Shearson said she hoped that there would be an oral test in the junior examinations. She (Miss Matthews) did not agree with junior examinations at all, and hoped we

should soon be able to abolish them. With regard to translating a French classic work, or a German classic work, word for word, it seemed to her that that method was dead against their main aim. Was not one of the chief aims to teach literature, and to get the children into contact with the foreign mind? If they translated everything word for word, would the children be thinking of the sense of what they were reading as a whole? Would they not think of the passage sentence by sentence, or even word by word, rather than as a whole? Even if after translating it they went through it again rapidly, would they have time to get the literary feeling of the composition? The literary feeling was what they wanted to secure.

Monsieur CAMERLYNCK addressed the meeting in French, giving an interesting account of recent progress in modern language methods in France.

The CHAIRMAN (Lord Fitzmaurice): Ladies and gentlemen, I think the hour has now come, according to the agenda which has been placed in my hands, when this gathering should adjourn for lunch. I regret to have to say that I shall not be able to have the pleasure and advantage of being here this afternoon, because I shall be called away by other duties, the nature of which I think you know. I can only say for myself—and I am sure I am expressing your feelings as well as my own—that we have had a most interesting discussion on a very difficult topic. Not being an expert, I am not going to be so rash as to express any opinion on the various very technical points which have been discussed with such admirable lucidity by those who have addressed the meeting. I can only say, to encourage those who might otherwise feel discouraged by the differences of opinion which have been expressed, that this is a very old question, upon which very eminent people have long been obliged, up to a certain extent, to disagree, meanwhile hoping that by such discussions as this a solution satisfactory to both parties might be found. This was very much borne in upon my

mind a little time ago, for I remember that, when I was engaged upon collecting materials for the Life of Lord Granville which I wrote not long ago, I came upon a long correspondence upon this very point, renewed at different times, between Lord Granville—when he was Chancellor of the University of London—and Mr. George Grote—who was then Vice-Chancellor—the eminent historian of Greece. Lord Granville urged very much the importance of the oral knowledge and teaching of modern languages, especially French; whilst Mr. Grote, his Vice-Chancellor—who, I think, eventually was brought round to Lord Granville's view—certainly at starting thought that the literary teaching alone was the only thing that should be given under the direction and aegis of the great University of which he and Lord Granville were the two principal officers. From that we can see what a very difficult matter this question is. Lord Granville, no doubt, was looking at it from one point of view, not unnaturally; and Mr. Grote, equally naturally, was looking at it from another point of view. Lord Granville was looking at it from the point of view of a man engaged in diplomacy and foreign affairs and constantly meeting foreigners, and therefore very conscious himself of the value of the power of the mutual exchange of ideas in conversation. Mr. Grote, on the other hand, was one of our greatest literary men, and was conscious of the immense value of language, whether ancient or modern, as a matter of mental training. What, I suppose, this society and kindred societies have to do is to try to find the best solution by means of discussions of this kind.

The only other observation which I have to make is this—it has been made already, especially by one of the speakers—it is that we always have to bear in mind the length of training which the pupil with whom we are dealing is likely to be able to obtain. I have been until recently very largely concerned with an attempt to organize special education in a county in the West of England, where

for many years I was Chairman of the County Council, and a long time Chairman of the Education Committee. There you have, for example, to deal with secondary schools that have been very largely called into existence by the work of our local authorities. You have to deal very largely with children who leave school early; and to a certain extent I think that, with regard to this matter of oral and literary teaching, you have to condition all your opinions by thinking whether the school with which you have to deal is what, in the language of a Royal Commission, is called a 'second-grade secondary school,' or whether it is a first-grade secondary school, where you will be able to carry on the education of the pupils a great deal later.

These are the only observations which I will venture to make. Perhaps, speaking, as I am, as an amateur in the presence of so many experts, it may seem

almost rash for me to say even as much as I have done. It is a very long time since I have had any practical experience in connexion with education, but I have not forgotten that at one time in my life, which I look back upon with pride, I was an examiner for my University of Cambridge in the early days of the attempt to bring in literary instruction, and in that way I did obtain some little practical knowledge on this question, and I have always regretted that I was not able to carry on that work later than I did. But at least that early training has done one thing for me: it has made me feel a great sympathy with the efforts of the members in such societies as ours; and it has also had this further advantage: that it has made me thoroughly conscious of the great extent of the subject. I am sometimes inclined to think that the difficulties which surround it are not always sufficiently appreciated by our critics.

DISCUSSION COLUMN.

AFTER some deliberation it has been decided to select for discussion the question *What is the best method of public examination and inspection?*

Another subject suggested was the Teaching of Free Composition, but it was felt that this was too restricted in its scope, and could be dealt with adequately in another way.

The following syllabus will probably be helpful in keeping before the contributors the main points covered by the above question:

1. Does the existing multiplicity of examining and inspecting bodies conduce to efficiency? If not, why?

2. Has an examining body a right to impose by the character of the papers it sets any particular

method of teaching upon the schools? If not, should it set alternative papers adapted to the requirements of the rival methods?

3. If the examining body is to limit itself to testing work done, what standard of attainment should it exact at each stage? Assuming this limitation of its function, is there any objection to the Preliminary and Junior Locals?

4. What is the best method of testing ability to understand the written language?

5. Testing ability to write the language? Value, of dictation. Translation of English sentences into the foreign language. Translation of continuous English prose. Free composition. What form

should the latter take? Should it test composition and thought, as well as language? Should there be any questions on grammar, and what form should they take? Are direct questions such as the following allowable?—

(a) Give the third person singular of *prendre*, etc.

(b) Give examples to illustrate the use of

(c) Give the rule for the

6. Testing ability to speak the language? Should the conversation test be based—(a) on a set book; (b) on an unseen passage read by the candidate; (c) on general topics; (d) on pictures given to the candidate?

7. Testing ability to understand the spoken language? Should there be a test independent of the one in No. 6?

8. Pronunciation. Is a reading test necessary?

9. What, in conclusion, should form the constituent parts of the test, and what percentage of marks should be given to each?

10. Inspection. By what body or bodies? How often? How best conducted, and with what aim or aims?

11. The qualifications of inspectors and examiners.

Members are urged not to wait to be invited to contribute, and to make every effort to contribute. The importance of the problem above outlined can hardly be exaggerated. It is one with which the Committee of the Association has to deal, but with which it can only deal effectively if it can draw freely upon the experience of the members. Contributions for the next number should be sent within two weeks of the issue of the present number to Mr. F. B. Kirkman, 19, Dartmouth Park Hill, London, N.W.

REPORT OF THE BOARD OF EDUCATION FOR 1907.

WE gather from the Report of the Board of Education for 1907 the following notes on modern languages in secondary schools.

The arrangement with the Prussian *Kultusministerium* for placing English modern language masters in Prussian schools and German modern language masters in English schools is on the point of being extended to women. The working of the scheme in the case of men has been most satisfactory. During the year ending July 31, 1907, 42 *Assistants*—25 men and 17 women—have been placed in France, and 8 men in Germany. To posts as *répétitrices* in French *Écoles Normales* 36 young women have been appointed. The Admiralty's scheme for sending abroad

young Paymasters' clerks who have done well in a modern language at their entrance examination has continued to work satisfactorily. Ten young clerks have been recently sent to France under this scheme.

Of training-college students, 29 (7 men and 22 women) have been allowed to spend the third year abroad. The linguistic results, as gauged by an oral test, are, on the whole, satisfactory, and distinctly better than those of last year; but the Board are of opinion that if residence abroad is to increase the professional capacity of teachers, it is advisable to postpone it till they have had more practical experience of teaching than can be obtained in a training college.

Hence in future the third year of training, if it is to be spent abroad, will be postponed till the student has spent not less than two years, and not more than four years, in actual school-work. Some exception will, however, be made in the case of third-year students with a high standard of knowledge in the foreign language, and who have specialized in it with a view to teaching in higher elementary schools.

In the section of the Report dealing with secondary schools, the views of the Board on the teaching of Latin are rehearsed—views which are so well known that there is no need to dwell upon them here. The reformed scheme of Latin Pronunciation adopted by the Classical Association has been recommended for use in schools. A special grant has been made to the Perse School, Cambridge, on account of the experiment there being made in the application to classics of new methods of language teaching.

The work in modern languages in the Welsh secondary schools is reported as good in the upper and middle stages, but very uneven in the junior stage. German in Wales, as in England, is finding difficulty in maintaining its position, for it is taught in only ten schools. This the Board considers unfortunate, for the educational arguments which give a preference to French rather than German as a first language in the case of English-speaking people do not hold in the case of children speaking Welsh.

To the decay of German in English schools there is no reference in the Report. The only allusions to the work actually being done in secondary schools are to domestic subjects in girls' schools, natural science in country schools, and music. It is curious that for information about German in English schools we must turn either to the section dealing with Wales or to the Report of the Scotch Education Department.

MODERN LANGUAGE ASSOCIATION.

THE first meeting of the General Committee for 1908 was held at the College of Preceptors on Saturday, January 25.

Present: Messrs. Allpress, Andrews, von Glehn, Hutton, Miss Matthews, Messrs. Milner-Barry, Norman, Payen-Payne, Pollard, Rippmann, Robertson, Miss Shearson, Messrs. Storr, Twentyman, and the Hon. Secretary.

Letters regretting inability to attend were received from Professor Atkins, Miss Batchelor, Dr. Braunscholtz, Messrs. Houghton, Kirkman, Latham, Miss Lowe, Miss Morley, Miss Pope, Mr. Somerville, and Professor Schüddekopf.

Mr. Twentyman at first, and Mr. Milner-Barry subsequently, took the chair.

Mr. A. A. Somerville was elected Chairman for the year, Mr. E. L. Milner-Barry Vice-Chairman, Mr. Allpress Hon. Treasurer, and Mr. G. F. Bridge Hon. Secretary.

The minutes of the last meeting were read and confirmed.

Mr. Storr was co-opted a member of the General Committee.

The following were elected to serve on the Executive Committee: Professor Atkins, Miss Batchelor, Dr. Breul, Dr. Edwards, Mr. Eve, Professor Fiedler, Messrs. von Glehn, Hutton, Kirkman, Miss Morley, Messrs. Payen-Payne, Pollard, Miss Shearson, Messrs. Storr and Twentyman.

Mr. F. Storr, Rev. E. S. Roberts, Vice-Chancellor of Cambridge University, and Mr. H. T. Warren, Vice-Chancellor of Oxford University, were elected Vice-Presidents.

The Committee then considered the resolution passed by the General Meeting on the position of German in secondary schools, and it was resolved to organize, in conjunction with other bodies, a depu-

tation to the Board of Education on the subject. The following were appointed a sub-committee to take steps in the matter: Dr. Breul, Messrs. Bridge, Eve, Gregory Foster, Kahn, Milner-Barry, Pollard, Dr. F. Rose. [Professors Fiedler, Robertson, Schüddekopf and Mr. Storr have been since added to the sub-committee.]

Mr. Norman called the attention of the Committee to the position of French in preparatory schools, and after some discussion the matter was referred to the Executive Committee, as were also the resolutions submitted by Mr. Kirkman to the General Meeting in connexion with the Report on the Conditions of Modern Language Teaching in Schools.

Miss Donne was appointed local secretary for West Sussex.

The following fifteen new members were elected:

A. T. Q. Bluett, Bingley Grammar School, Yorks.

D. J. Davies, B.A., Ph.D., 7, Grafton Place, Glasgow.

Miss H. C. Davis, Girls' High School, Wakefield.

W. Dazeley, B.A., B.Sc., Bingley Grammar School, Yorks.

Miss J. L. Duncan, St. Andrews, Clayton Road, Newcastle-on-Tyne.

Miss C. S. Finlayson, 10, Park Mansions, Henry Street, St. John's Wood, N.W.

Miss H. Graham, Girls' High School, Wakefield.

Miss F. Greatbach, B.A., Wandsworth Secondary School, S.W.

A. E. Marley, Institut Concordia, Zürich.

A. Palmer, Secondary School, North Shields.

J. A. Perret, Officier de l'Instruction Publique, Surrey House, 37, The Grove, Hammersmith, W.

Miss G. A. Spink, Sandal, near Wakefield.

C. C. Stronge, B.A., Windermere Grammar School.

Howard Swan, 1, Albemarle Street, W.

Miss F. E. Watson, Heidelberg College, Ealing.

Miss R. Wells, Grove House School, Bowdon, Cheshire.

The Finance, Exhibition, Holiday Courses, and Publications Sub-Committees having been appointed, the Committee adjourned.

REVIEWS.

Voice Training in Speech and Song. By H. H. HULBERT. (Clive.) Pp. xii+83. Price 1s. 6d.

Sources and Sounds of the English Language. By D. MACINTYRE. (Ralph, Holland.) Pp. 77. Price 1s.

The first of these books contains a good account of the organs of speech, with useful hints on breathing, such as we expect from the author of *Breathing for Voice Production*—a valuable book with excellent exercises. The sections which deal with phonetics are less satisfactory, and Mr. Hulbert would have done well to submit these in proof to Mr. Dumville, who is writing a manual of phonetics for teachers, also to be issued by the University Tutorial Press. Mr. Hulbert's use of the phonetic transcript is unsatisfactory, and

suggests that he is but indifferently acquainted with it. His symbol for the vowel sound in 'nook' is [u]; that for the vowel sound in 'father' is [a:]; and the vowel sounds in 'nay' he represents as [æ] or [e:]. He uses such expressions as 'The vibrating air (the voice) being focussed in the nose,' which to a beginner must be unintelligible. Again, he says that for producing *m* and *n* 'the voice must be placed well forward in the nose.' Many points of importance are touched very lightly indeed. The remarks on the art of speaking and reading are sound, but all too brief. The repeated occurrence of split infinitives jars in a book intended for teachers.

Mr. Macintyre gives many things in

the seventy pages of his text. We do not propose to speak of those sections of his book which deal with the Sources of the English Language; Contributions to our Vocabulary; Lancashire, Yorkshire, and Scottish Dialects. It is rather our purpose to warn our readers against the author's chapters on phonetics, which give evidence of a very poor knowledge of the subject, displayed in a very poor style. The attention devoted to phonetics in the *Regulations for the Training of Teachers*, issued by the Board of Education, is responsible for the issue of such books; and much harm may be done if those who enter upon the study of this valuable subject have a misleading introduction to it placed in their hands. In support of our contention that this book is misleading, we give a few sentences from it which will suffice for those who know: 'A consonant must have a vowel to help it to make a sound. . . . The vowel sounds *i* and *u* have the narrowest opening of the lips, the tongue also being raised as high as possible, so as to touch [*sic*] the hard and soft palate respectively. . . . When consonants are pronounced there is a stoppage of the breath. . . . [In the case of *r*] there is the closing of the lips and also the rapid opening, the combined action being called *trilling*. . . . In the articulation of *h* the glottis is closed as far as possible without producing vibration. . . . In *grammar* the first *a* is long. . . . In *adieu* we have level stress.' It is astounding that one with so little first-hand knowledge should venture to write on phonetics. To treat it even in a simple fashion requires a far deeper knowledge than is possessed by Mr. Macintyre.

Shakespeare: Macbeth. Erklärt von H. CONRAD. Berlin: Weidmannsche Buchhandlung. 1907. Pp. xxxix + 100. Anmerkungen, pp. 104. M. 4.40.

This book is well printed in good type. The notes are bound in a separate pamphlet, which fits into an envelope in the cover of the main volume—a convenient plan, which obviates the endless turning over-leaf which is usually so disturbing to

the reader's comfort when he consults annotated editions.

Herr Conrad deals chiefly with metrical and philological problems, and his introduction and notes are scholarly, interesting and independent. His consideration of the internal evidence for the date of the play is most careful, and while his conclusions agree with those generally accepted, he does not reach them only by the paths usually followed. Thus, he rejects many of the metrical tests ordinarily applied, and maintains that Shakespeare comparatively seldom writes iambic pentameter verse. He holds that alexandrines are common in all the late plays, and that as many as forty-six occur in one thousand lines in *Macbeth*. Herr Conrad does not accept the verse-division usually adopted, and, consequently, it is essential to examine his own text when criticizing his remarks on Shakespeare's metre. The notes explain satisfactorily most textual and verbal difficulties, and they are always emphatic, though not invariably convincing. For example, the alteration of 'weird sisters' to 'wayward' is disturbing, and the reason given for the change—that the poet knew nothing of Northern mythology—is inadequate. Herr Conrad always has the courage of his opinions. Thus, he is not only quite certain that most of the second scene is spurious, but he knows also exactly which lines are or are not genuine: it is *Wüchte Tüftelei* to question the reality of Lady Macbeth's swoon (II. iii.); the current explanation of I. ii. 49 is 'impossible'; and he overlooks the fact that his own interpretation coincides with that of the old Clarendon Press edition. On the whole, however, the notes succeed in clearing up many difficulties, and the editor accomplishes that which he attempts. He epitomizes the result of the latest scholarly investigations on the language and versification of *Macbeth*.

It is true that we miss the illuminating literary criticism of Mr. Verity's *Students' Shakespeare*. There is little or nothing in the notes to kindle enthusiasm for the play as drama or as poetry, nor do

they cast much light on the characters. But the work attempted is well done, and the edition is distinctly useful and scholarly.

The Oxford Book of French Verse. Chosen by ST. JOHN LUCAS. xxxv+492 pp. Oxford: Clarendon Press. Price 6s. net; on India paper 7s. 6d. net.

This is an altogether charming anthology. Greatly daring, Mr. Lucas has succeeded in condensing an account of French verse into an Introduction of thirty pages. He shows that he has read extensively, and with good taste, and we are thus prepared for a grand pageant, taking us from the twelfth century to the nineteenth. Those who have an affection for the Middle Ages may perhaps feel that a few more pages might have been spared for some of their favourite lyrics, and that, if necessary, room might have been made by the exclusion of minor poets represented by a single poem of no great value, who seem to have received a place out of sheer charity. To the one poem from the twelfth century and the one from the thirteenth we would gladly have added a dozen. Charles d'Orléans and Villon are well represented, and the *Pléiade* almost too well; but, then, they have become fashionable lately. Some of Corneille's religious verse might well have been added, and it had almost been better to omit Molière than to print only a sonnet of his. If only lyric verse in the strict sense had been admitted, we should understand the editor's difficulty; but if he printed a satire by Regnier and an epistle by Boileau, he might have given us some speeches from the *Misanthrope* or the *Femmes Savantes*. The eighteenth century yields but a poor harvest. Chénier's importance is rightly emphasized, both in the Introduction and by the excellent selection from his crystal verse. Half the book is given to the nineteenth century, and the selection could not easily be bettered. Brief notes are added, in which some biographical details are supplied and difficult words are explained. We congratulate Mr. Lucas on his fine piece of

work and, the Clarendon Press on their printing, which, except for the title-page and the ugly italic numbers, is most creditable.

French Lessons on the Direct Method. By MARC CEPPI. London: Hachette, 1907. Price 1s. 6d.

Of the many books on the new method which have poured from the press during the last ten years, probably none have won for themselves a permanent place in our school system except those that have first been beaten out in class on the anvil of experience. Of such a nature is the book before us, a conscientious and, apparently, skilful bit of work by a practised teacher who seems to have a sound grasp of new method principles. It is intended as a continuation to any textbook founded on Hölzel's "Pictures of the Four Seasons," and assumes a knowledge of the vocabulary acquired by a class accustomed to their use. Only experience of the course can decide definitely upon the success of the experiment; but those who have not yet discovered their ideal in the many existing first and second year courses might do worse than give this book a trial.

From Messrs. Hachette we have received a copy of their excellent *Almanach*, which well deserves its sub-title: *Petite Encyclopédie populaire de la Vie pratique*. It is really remarkable what is here offered for half a crown: statistics, pictures, maps, hints, recipes, suggestions. We have even found a page showing *Comment une jolie bouche prononce les voyelles*. It would be a capital book to add to the form library.

From the same publishers we have received the annual volume (price 9 francs) of their excellent magazine *Lectures pour Tous*. It is full of good pictures and readable stories and articles. Those in search of a suitable illustrated magazine for their pupils could not do better than order this one. The bound volumes will form a valuable addition to the school library.

If readers have some money to spend on illustrated books they should have a good

look at Messrs. Hachette's *Catalogue de Livres d'Étrennes* and *Livres Illustrés pour les Distributions de Prix*, where they will find books to suit all purses and all tastes.

The same publishers have recently issued a very convenient *Select List of French and German Books suitable for Prizes and Presentation*.

FROM HERE AND THERE.

DUBLIN UNIVERSITY.—The degree of D.Litt. has been conferred upon Mr. Harold Littledale, Professor of English Literature, University College, Cardiff.



EDINBURGH UNIVERSITY.—Miss Jane Weightmann, M.A., has been appointed Assistant Lecturer in Phonetics.



NAGPUR MORRIS COLLEGE.—The Secretary of State has appointed Mr. Alfred

Charles Bray, B.A., of Jesus College Cambridge, to be Professor of English.



By an arrangement made with the Société des Langues Vivantes members of the Association can receive *Les Langues Modernes*, the journal of the Société, for a subscription of 2s. 9d. a year. Those who wish to subscribe should write to the Hon Secretary, at 45, South Hill Park, Hampstead, N.W., who will be glad to send a specimen copy to anyone desiring it.

GOOD ARTICLES.

JOURNAL OF EDUCATION, January, 1908: Shakespeare's School (A. F. Leach); Directory of Educational Associations. February, 1908: Should the State take Charge of Secondary Education? (G. H. Clarke); The True Inwardness of Moral Instruction in France (C. Brereton); Life in a French Government School (Kathleen M. Jackson); Reports of Annual Meetings.

SCHOOL WORLD, December, 1908: Classroom Phonetics — III. (H. O'Grady). January, 1908: Junior Examinations in English Literature (J. Oliphant); The Deterioration of the Secondary-school Master (G. H. Clarke); The Most Notable School Books in 1907. February, 1908: *Psittacus loquitur* (H. W. Atkinson).

EDUCATIONAL TIMES, December, 1907: Why Boys go to School: the Boys' Own Ideas on the Subject (J. L. Paton).

SCHOOL, December, 1907: Some Reflections on a Holiday Course [Neuwied] (E. Sharwood Smith). January, 1908: On the Greatest Living Language (C. S. Bremner). February, 1908: The State as Schoolmaster (G. H. Clarke); Must Ger-

man disappear from the Curriculum? (J. Drever).

The A. M. A., November, 1907: Is Inspection Helpful to Assistant Masters? (H. Richardson). December, 1907: English Teaching in American High Schools (H. J. Tiffen).

LES LANGUES MODERNES, December, 1907: L'Échange International des Enfants pendant l'Année 1907. January, 1908: Les Langues Modernes et la Littérature (A. Croiset).

DIE NEUEREN SPRACHEN, December, 1907: Die Muttersprache im Fremdsprachlichen Unterricht—IV. (H. Büttner). January, 1908: Die Muttersprache im Fremdsprachlichen Unterricht—V. (H. Büttner); Die neuere französische Literaturgeschichte im Seminarbetrieb unserer Universitäten (H. Schneegans).

BOLLETTINO DI FILOLOGIA MODERNA, December, 1907: Giosuè Carducci (James Geddes); Questioni di metodo (G. Gulli). January, 1908: La copia nell'apprendimento delle lingue straniere (G. Gulli); Le Français de la Suisse romande (A. André).

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMAUN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 3

APRIL, 1908

REPORT ON THE CONDITIONS OF MODERN (FOREIGN) LANGUAGE INSTRUCTION IN SECONDARY SCHOOLS.*

III.

CONDITIONS THAT MILITATE AGAINST THE EFFICIENCY OF MODERN LANGUAGE INSTRUCTION.

§ 11. *Entrance at a late stage, and in some cases at the beginning of any term, of pupils knowing no foreign language and intending only to stay a year or two.* Information on this head was not specifically demanded,

but it was volunteered by nearly forty schools, and the opinions given are evidently the expression of a widespread grievance. The returns may be left to speak for themselves. (a) *Girls' School*: 'The chief hindrance in Modern Language work is in the fact that so many pupils at different ages come into the school with no previous knowledge of French.' The return exemplifies this by the following table:

TABLE H.

Class.	Average Age.	Total Pupils.	Beginners from Outside.
II.	10.9	22	—
III.	12.8	24	14
IVb.	14.1	23	9
IVa.	15.4	18	2

* For §§ 1-10 see pp. 33 and following.

(b) *Grammar School* : 'A great number of these late-comers (from elementary schools) remain only one or, at most, two years. Some stay less than the year, and evidently only come in order to be able to say they were "educated at the grammar school." . . . Such boys must begin *six* new subjects at once in the III.'s.' (c) *Boys' Schools* : 'The *most serious* drawback from which Modern Language work suffers at this school, and which makes a well-organized course next to impossible, is the influx of new boys who do not know any French. This takes place at all times of the school year. I give these scholars *private coaching free of charge* in the interests of the general work.' (d) *Girls' High School* : 'A very large proportion enter at fourteen or fifteen, and leave after two years. They ruin the work of their forms, and can get very little out of the time they spend at school.' (e) *Small County School for Boys* : 'We nearly always have new boys at Christmas and Easter; they have to go into the form which has done one or two terms' French. This is the most heart-breaking and hopeless difficulty with which a small school like ours can have to contend.'

§ 12. *Lack of Funds*.—The extent to which instruction suffers from lack of funds is not made clear by the return, for information was only occasionally supplied under the general head of 'conditions affecting efficiency.' But what emerges very clearly is the inequality of the financial support meted out to the

schools. One school may have, to quote a return, 'nothing to complain of,' while in another overcrowded children are being taught by ill-paid teachers on obsolete methods. In some the children are being penalized at the outset of their careers, in others they enjoy every educational advantage that money and experience can give. This treatment, which has the sanction neither of common sense nor equity, is inevitable as long as the schools are left to supplement the national grants out of funds which depend upon low and uncertain fees, unstable endowments, and the fluctuating and uncertain resources of local authorities. At the root of the impecuniosity of many of our schools lies the fact that in practice, if not in theory, education is still regarded as a parochial, and not a national, concern.

The effect of inadequate funds upon the efficiency of the Modern Language instruction is seen—(a) in insufficient class-room accommodation; (b) in the enforced use of old-fashioned books and apparatus; (c) in large classes; and, (d) above all, in an underpaid and overworked staff. From information kindly supplied by the Joint Agency for Women Teachers, the Joint Scholastic Agency (men), and Messrs. Gabbits and Thring, it would appear that the salaries of assistant Modern Language teachers have tended to rise, owing to the increasing demand for persons qualified to teach by Reform methods. There has been an accompanying rise in the standard

of qualification. But though the initial salary is fairly adequate, there still remains the all-important fact that, except in special cases, the post of assistant *as such* offers no prospect of a permanent livelihood. As only a minority can become head masters, this creates a serious situation, with which only a few authorities, like the London County Council, have found courage to deal. The following table of the average salaries of Modern Language teachers, taken on a non-resident basis, is founded on information supplied by the above-mentioned scholastic agencies. The table leaves out of count the great public boarding-schools, and, on the other hand, arrangements on mutual terms :

bered that the work out of school is shown to be much heavier in the case of the mistresses. It appears, indeed, that the latter are receiving for the same amount of work much smaller remuneration. The above hours could not be regarded as excessive under the old régime, but with the introduction of Reform methods they impose an intolerable strain. Our methods have outstripped our organization, and the results are often disastrous to the health of the teacher, and, consequently, to the efficiency of the instruction. In the French secondary schools the maximum hours of class-work are, at present, in the *lycées* seventeen, in the *collèges* eighteen. It should be our business to aim at least at a twenty-hours maximum.

TABLE I.

1	2	3 Assistant Masters.	4 Assistant Mistresses.	5 L.C.C.
1	Highly qualified...	£160, initial.	£110, initial	Assistant masters, £150, rising to £300.
2	Well qualified ...	£125, „	£90, „	Assistant mistresses, £120, rising to £220.
3	Minimum qualifications ...	£80, „	£80, „	—

Under this head may also be placed the excessive hours of class-teaching, which is at bottom a question of money. The scholastic agents place the average hours of class-work for masters at twenty-six per week. The corresponding figure for mistresses could not be ascertained. Table G. gives it as about nineteen ; but in instituting comparisons it should be remem-

§ 13. *The Influence of External Examinations.*—The Modern Language papers set by public examining bodies not only serve to test progress, but also exert at present a considerable influence upon the methods used in the schools. This influence is declared by thirty-eight out of the fifty-five returns that express an opinion on the point to be unsatisfactory. These returns are, of

course, from schools using Reform methods, and they reiterate, with varying degrees of emphasis, the charge that the papers as now set, in particular the grammar papers, act as a direct check to progress, and often necessitate in middle and upper forms reactionary modifications of method.

§ 14. *Inadequate Inspection.*—The schools making returns do not appear to have been equally fortunate in their inspectors. The following expressions of opinion, arranged in a descending scale, will illustrate the fact: 'Most helpful,' 'most stimulating,' 'sympathetic and useful,' 'not harassing,' 'not objectionable,' 'a harmless amusement for the inspector,' 'superficial,' 'useless.' Out of forty-one expressions of opinion, thirty-two were more or less unfavourable. The chief charge was that the inspectors were in many cases not specialists in modern languages; they required, to quote one return, 'educating both in the subject and the methods of instruction.' But, far from showing hostility to inspection in itself, return after return recognized its value, and more particularly dwelt upon the opportunity it gave to the

open-minded and sympathetic inspector of comparing the progress of the Reform in various schools, and of placing at the disposal of all the assured results of individual experiments. What is asked for is less of the official coming to sit in judgment and more of the friendly adviser ready to discuss and exchange ideas with members of the staff, provided always that the adviser is qualified by personal experience and special knowledge to command attention. A minor criticism is worth noting: it is that some inspectors seemed unable to distinguish between examination and inspection.

§ 15. *Neglect of English Grammar and Pronunciation.*—Several returns stated that Modern Language instruction was considerably hindered by the lack of phonetic instruction in elementary schools, and the consequent difficulty of overcoming the obstacles to foreign pronunciation presented by strong and persistent local dialects. It was further hindered by the neglect of English grammar in both public elementary and other schools from which pupils were received.

THE POSITION OF GERMAN IN ENGLISH SCHOOLS.*

Mr. MILNER-BARRY: I rise to move the following resolution:

'That this meeting, considering it desirable that greater encouragement should be given to the study of German

in schools, urges the Board of Education to reconsider its policy that where only two foreign languages are taught in a school, one must be Latin, unless good reason can be shown for its omission.'

I should like to state at the outset that this resolution is framed with special reference to schools which are in receipt of a Board of Education grant. That is to

* Discussion at the Annual General Meeting of the Modern Language Association on January 7, 1908.

say, the resolution does not apply to schools which may be termed non-local schools—to schools which, so far, are outside the jurisdiction of the Board of Education. I should also like to say that I move the resolution without any prejudice in favour of German as against French, because, for the last sixteen years, my time has been occupied in teaching French sets and German sets in about equal numbers, and I cannot say at the present time which work I have enjoyed most. In non-local schools the position of German is very often this: it is taken as an alternative to Greek in many cases, while in other cases, especially on the modern side of schools, French and German are the only languages taught; so that in certain types of schools in this country we get a sort of rough-and-ready approximation to the three types of German schools—the Gymnasium, the Real Gymnasium, and the Oberrealschule. In the school with which I was connected for sixteen years, Mill Hill, we worked on that principle—that is to say, for classical boys, or semi-classical boys, Greek and German were alternatives. Boys used to start these languages in the lower third form, having commenced Latin in the first form, and French in the second. And then, of course, we had the modern side, which did no classical work at all; and we found that, as far as German was concerned, the system worked remarkably well. As for Greek, as compared with German, I suppose that our number of boys doing German was above five to one, and the only difficulty was that our German sets were considerably swollen, and we German masters felt that our Greek colleagues got off rather lightly.

In the Board of Education schools, which are in receipt of public money, the leaving age is, as a rule, an age lower than it is in non-local schools; it is very often sixteen. That operates, of course, to a certain extent, against anything in the form of an intensive study of modern languages, and certainly of German, which is the last language begun, and which, as numerous correspondents have told me, very often

goes to the wall in the stress of examinations, such as the Cambridge Local. A subject like German, which is only commenced towards the close of the school career, is set aside when the pressure of the examination system makes itself felt, and, of course, in this way it is handicapped.

I should like to read you the regulations of the Board of Education, as far as they deal with the question of languages. As most of you probably are aware, the regulations have been altered. They were altered last August; but I will first give you the old regulations, because I wish to contrast the new regulations with them. Of course, as we might suppose, the Board of Education starts with the customary eulogy of Latin:

'The Board believe that in a thorough linguistic and literary training for the students of modern languages, Latin is a necessary factor, while as a means of introduction to the larger world of public affairs and international relations, or as an instrument of accurate expression for clear and logical thinking, no modern language can compare with French. The place of Greek will naturally be that of the third language in a classical curriculum, while German will frequently be the third language on the modern side, though in some schools Spanish, Italian, or another language may suitably be substituted for it.'

The regulations which were issued last August are as follows:

'The curriculum must provide instruction in the English Language and Literature, at least one language other than English, Geography, History, Mathematics, Science, and Drawing. When two languages other than English are taken, and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the educational advantage of the school.'

The next regulation is:

'By special permission of the Board, languages other than English may be omitted from the curriculum, provided that the Board are satisfied that the instruction in English provides special and adequate linguistic and literary training, and that the staff is qualified to give such instruction.'

In other words, the Board of Education contemplates the creation of a type of

secondary school in which no languages at all, other than English, are taught.

With regard to the numbers of pupils at present studying German in England, I owe my thanks to many correspondents for sending me figures; more particularly to Mr. Kirkman, who has forwarded to me the following analysis. He writes: 'The following result from my inquiry-form on the conditions of modern language teaching in secondary schools may be of use to you. They apply almost exclusively to local schools—that is to say, County, Grammar, High, Intermediate, and Municipal.' Those schools are exactly of the type which is in receipt of the Board of Education grant. The schools referred to are, boys' schools, 52; girls' schools, 40; mixed, 27; a total of 119 schools. The pupils taught French—that is to say, practically the whole of the pupils in the schools—are, in boys' schools, 6,782; in girls' schools, 5,291; in mixed schools, 4,595; making a total for French of 16,668. The pupils taught German are, in boys' schools, 1,862. In girls' schools, where, I think, we might reasonably expect that special attention should be paid to a second modern language, we get the following figure: Girls, 765. In mixed schools there are 597; so that we get a total learning German of 3,224. I contend that those figures are very eloquent, and that they prove to this Association—if proof were needed—that the position of German, not only in boys' schools, but in girls' schools, has reached a very parlous condition.

With regard to girls' schools, I suffer in the second generation by this neglect of German. One of my children attends an excellent Girls' High School, where the teaching is certainly remarkably successful; but, unfortunately, Latin and French are compulsory, and she is obliged to do her German after the school session ends. She takes it in the afternoon, when it competes with music, extra drill, and other accomplishments. Needless to say, the number of girls who are learning German in that school is very small. I do not think that last summer they were

able to enter a single candidate for the Joint Board Examination in that subject; and it strikes me, as a schoolmaster, that if you really wish to kill a subject as speedily as possible, you must arrange for it to be taken out of school hours in competition with games.

Perhaps I may complete this part of the subject by reading to you an extract from a book which has recently been published, called, 'English High Schools for Girls,' by Miss S. A. Burstall. In speaking of the curriculum, Miss Burstall writes as follows: 'Next will come either Latin or German for those who have time and ability to learn more than one foreign language. Latin, at present, is elbowing German out of the curriculum in girls' schools. A clever girl can, however, learn all three, German last.' Now comes a passage to which I would specially direct your attention. I do not know whether you will endorse it or not: 'Latin has such value in grammatical training, and as an aid to the study of English, that even two years of it are worth having. We have never heard a woman regret having learnt Latin, even a little Latin, in her youth. We have heard many a one regret ignorance of it. Rome lies like a great rock at the basis of the civilization of Western Europe, and no person is completely educated who knows nothing of Latin.'

I should like to re-write that passage as I think it might be written as applicable to German, and I have attempted to do so: 'German has such value in grammatical training, and as an aid to the study of English, that even two years of it are worth having. We have never heard a woman regret having learnt German, even a little German, in her youth. We have heard many a one regret ignorance of it. Since the time of the Reformation there has been no more striking phenomenon in Europe than the evolution of modern Germany as a great power. Germany is, therefore, of immense interest to the historian and the politician. Bound as we are by close ties of kinship

to the German nation, we, as a people, cannot afford to allow our children to grow up in ignorance of her language, her literature, her institutions, and her contributions to the advancement of science. Every child should, therefore, have an opportunity of learning German.'

May I now pass for a moment to another part of the United Kingdom, and direct your attention to a passage in the Report of the Scotch Educational Department for 1907: 'It is much to be regretted that German can hardly be said to be holding its ground. At the same time, it appears to be chiefly in the smaller schools that its popularity has diminished. The causes of the decline are obscure, but, at least, they are not peculiar to Scotland. Inquiry shows that in England the phenomenon is even more strikingly apparent.' My correspondent (who shall be nameless) adds the following rider: 'Why do we not have reports of this kind from the English Board of Education about what is happening in English schools?'

I think that I have already said enough to convince you that there is some ground for viewing with considerable apprehension the decay which is being accelerated with regard to the study of German in this country. The curious part of the matter is that, while we seem determined in a certain number of our schools to make the matter of learning German as difficult as possible, in the higher branches of education provision is being made for students of German. In the last few years many professorships of French and German have been founded at the Universities; in fact, I think that there is now only one noteworthy exception. And while we are, as it were, providing a roof for the edifice which we hope to erect, we are, at the same time, employing ourselves in kicking away the very foundations which ought to be laid in our English schools.

The difficulty is to find a remedy, and, personally, I believe that a remedy may be found by an appeal, first of all, to the Board of Education, and,

secondly, to the local authorities. We might ask the Board of Education to encourage the study of German by the issue of a circular containing a eulogy of German on the lines of the eulogy of Latin, or, perhaps, by instituting an official inquiry into the causes of the decay. The Board has a great deal of machinery at its disposal. And then, the matter is one which ought to concern the local authorities, who, in the province of education, are the trustees of public money, because, at the present day, since the Act of 1902, we, as taxpayers, have to find an ever-increasing supply of funds for secondary schools; and as years go on, with the tendency that is shown towards free secondary education—and already 25 per cent. of the places in secondary schools are free—we shall be called upon to provide the sinews of war on an even more liberal scale. Therefore, I think that we, as schoolmasters and schoolmistresses, and as British parents, can approach the local authorities and ask them to do rather more than they have been doing towards the encouragement of modern languages, more particularly German, in their schools.

It is rather the fashion of the present day to gird at these local authorities, and to abuse them on all possible occasions. I do not myself think that that does the slightest good. I believe that the local authorities are doing most useful work, and that they are contributing to equipping us with a national system of secondary education of which we are very sorely in need. But I will quote now from an after-dinner speech: 'The control of education by local bodies had come to stay for good or evil—hitherto mostly for evil.' I do not endorse this; I merely quote it. The speaker went on: 'He did not think that the evil would last. Local authorities often now displayed an utter ignorance of all questions affecting education. It was hard for some of them to find themselves controlled by people whose own education had certainly not been pushed to extremes.' These are the words of a head master.

Then he says: 'But the English nation had a perfect genius for self-government. This, however, was the age of the amateur, while the nineteenth century was the age of the expert.' I quote this because I wish to attempt to controvert it. My recollections of small secondary schools, not as a schoolmaster, but as a boy, go back thirty years; and if anyone tells me that thirty years ago in these small municipal schools it was the age of the expert, and that the present age is the age of the amateur, I say, Let us add another petition to the Scholars' Litany, and ask that we may be delivered from the educational expert of the nineteenth century. In the years of which I speak schoolmistresses received occasionally the wages of a seamstress, and many schoolmasters were not as well paid as navvies; and the work of instructing the young—I mean those whose education was just being started—was not in the hands of experts at all, but in the hands of anyone who could be got to do the job, and the job was very poorly done. Now, under the control of the local authorities, we are certainly aiming at and intending better things than that. We intend—I am sure this Association intends—that, as far as modern languages go, our system of national secondary education shall be able to challenge comparison with the systems which we admire so much in Germany, in Scandinavia, and in Switzerland; and I think that one of the best ways of achieving this object is, not to gird at the local authorities—who are doing so much useful, and, very often, thankless work—but to ask them to allow us to set before them some of the reasons why we wish that there should be a change with regard to the teaching of modern languages.

To my mind there are two ways of dealing with the present difficulty. First of all, if the Board of Education is so wedded to Latin—that wonderful mental gymnastic which we value so much in this country because we have never had the pluck to try anything else—by all means let us have Latin in some of the schools

for a couple of years or so, and then switch on the French and the German. On the other hand, let us also have schools which make no pretence at employing a mental gymnastic in the way of a classical language, but which, honestly and wholeheartedly, make an attempt to teach English and French and German along rational and sound lines. Let us by doing this try to provide a type of school which approximates to the German Realschule.

I should like, in conclusion, to draw your attention to a striking article which appeared in the *Tribune* of December 21. Some of you may recollect that it was the *Tribune* newspaper which first published the information from its Berlin correspondent that English, after next Easter, will be compulsory in all the Prussian Gymnasien, and that information was backed up by a leading article in the paper. A kindly correspondent pointed out to me that he did not think that that information was altogether correct, and I wrote to the information bureau of the *Tribune*, and I had from them an answer to the effect that they were in correspondence with Berlin on the point. Since then they have sent me a cutting from their paper of December 21, from which it appears that the substitution of English for French as a compulsory subject is only taking place in certain Gymnasien in Berlin. It is not becoming universally compulsory, though, of course, it is compulsory in Cologne, in Hanover, and in some other parts of Prussia. I should like to draw your attention to the end of the article. The correspondent of the *Tribune* talks, regretfully to my mind, about the commercial motive involved, and I mention it because I hope that, in pleading the cause of German in England, we can keep ourselves quite free from any commercial motive, or any suspicion of a commercial motive. I noticed recently in the *Times* that a brilliant schoolmaster rather sneered at commercial German being taught in schools. As a matter of fact, I have never heard of an ordinary secondary school in England where

commercial German is taught, and I hope that I never shall. What I wish to emphasize is that we, as an Association, should look at this matter from the literary and linguistic point of view, and not from the commercial point of view. This is a passage to which I would draw your attention: 'Any Englishman, with sufficient experience of the Continent to know something of the lives of English men and women resident abroad, must have been struck by the enormous numbers of his fellow-countrymen and women who pick up a hard living by teaching English in conversational lessons, often at a wage which is doubtfully sufficient to provide the barest necessities of life, and for a length of time per day which would justly involve the interference of Parliament in almost any other profession. It is, however, a matter of fact that young business men and women on the Continent are of opinion that no school teaching that can be provided is so useful or so certain as this conversational method, which could be secured at one time in Vienna or Berlin at an average price in bad cases of about 4d. per hour. Perhaps the very value of this method lies in the sacrifices it involves. For those who desire to know at what cost many Germans and Austrians acquire their knowledge of English, it might be worth while to recommend an occasional inquiry into the conditions under which these people accept situations in England, or the hour of the night after business hours at which they set out to take their voluntary English lessons from some conversational teacher in Vienna or Berlin.' I now come to the gist of the matter. This seems to be the opinion of the *Tribune* correspondent with regard, I suppose, to this effort of ours in England to promote the study of German: 'Such inquiries would probably startle the placid authorities who still believe that a similar state of things with regard to the knowledge of German in England could be secured by the compulsory introduction of two hours' grammatical German per week throughout

the English schools.' I would ask the Berlin correspondent of the *Tribune* who are those 'placid authorities who still believe that the compulsory introduction of two hours' grammatical German per week throughout the English schools is going to secure any revolution at all?' When we speak of German in our schools, I take it we mean four or five periods a week of at least three quarters of an hour; and we intend that the language should be taught by specialists or experts, and that it should be taught certainly in the initial stages by the direct conversational method.

I have only one other remark to make. It seems to me that it always falls to my lot at the meetings of this Association to lead what may be described as a forlorn hope. I remember at Liverpool the Association trying to get a modern language introduced as an alternative to either Greek or Latin in the entrance examination to the Universities of Oxford and Cambridge; and I also remember moving some three years ago at Manchester a resolution on the subject of compulsory Greek; but a very short time afterwards we suffered a crushing defeat at Cambridge, in spite of the eloquence of Mr. Eve and Dr. Breul, and others in this room, including our Chairman. While I was turning over a very famous translation the other night I came across these lines:

'Why all the saints and sages who
discussed
Of the two worlds so wisely—they are
thrust
Like foolish prophets forth; their words
to scorn
Are scattered and their mouths are stopped
with dust.'

I hope that in this particular instance we shall be able to achieve more to further the study of the German language in this country than we have been able to do in the past when we have attempted to influence education in other directions.

Mr. EVE said that he had great pleasure in seconding Mr. Milner-Barry's resolution, but he was afraid that he could not

enforce it as vigorously as Mr. Milner-Barry had done. With regard to the Board of Education, it seemed to him that in their policy of trying to ram Latin down people's throats they were departing from the principle which, he believed, they laid down that a living school should develop spontaneously. There was already sufficient pressure on the teachers and the taught to learn Latin. The preliminary examinations for the medical profession and for the profession of a chemist required Latin, and so did most of the University matriculations. Therefore, it seemed to him that it should be the part of the Board of Education not to abstain from adding fresh weight to that side of the balance. As to the difference between German and Latin as regarded education, he should like to say one or two words. The real benefit of Latin came comparatively late. He wondered how many people of those who passed examinations in Latin were able to write decent Latin prose. It was at that point—the translating of English into good Latin prose—that the high disciplinary value of Latin came. No doubt Latin had very considerable merit as a mental gymnastic, but this it had in common with other languages. The German accidence was by no means an easy matter, nor, again, was the order of the words. The syntax of German was not, perhaps, so difficult as that of French, but it offered considerable difficulties to an Englishman. He thought that if they put all those points together they would see that there was a good mental gymnastic to be got out of German. Then, he would come to another point. What use was made afterwards of the Latin that most people learned? He meant the limited amount of Latin which fell infinitely short of writing Latin prose. On the other hand, it seemed to him that when people who had learned German left school, it was then, *κρημα ἐς αἰ,* they took to reading German books, and gained some knowledge of German literature, and increased their knowledge of the language.

On the other hand, Latin was generally learned as a demonstration for a single show (*ἀγώνισμα ἐς τὸ παραχρῆμα*)—that is, for passing an examination. He feared that, as Mr. Milner-Barry had pointed out, German was going back in schools. Reference had been made to the fact of the influence of Rome all through history, and that, no doubt, was a desirable thing to be borne in mind; but he thought that, as the President had pointed out in his address, the benefit of that influence could be got, not merely from translations, but from books not written in Latin. Least of all did it require a knowledge of the Latin language to get some idea of Roman history and of the continuation of Roman history through the Middle Ages, when, by the way, the Latin was very bad. He did not like to join in diatribes against Greek, except, of course, compulsory Greek; and he felt that if they were to seek new influence from the ancient world on their general studies, it should be sought in Greek rather than in Latin. Not only were the Romans Philistines and Jingoese themselves, but the influence of Rome in the Middle Ages was bound up with many things which England had been gradually getting rid of. Therefore, it seemed to him that in England, as a Teutonic nation never completely Romanized, as were some of the other European countries, they ought to take some other line of study rather than Latin. The practical problem was a very difficult one, as Latin held the field. He wished to express his hearty concurrence with the motion which had been brought forward by Mr. Milner-Barry. He was quite sure that the study of German was declining in the country. On the whole, the sixth form in most of the public schools learnt German, but in the schools of which Mr. Milner-Barry had spoken there was but little German; and the tendency of the Board of Education was to kill what little there was, and to substitute bad Latin for it—Latin which he thought partook rather of the lower creation than of human beings, canine rather than Ciceronian.

DR. KARL BREUL: After men of wide experience in school teaching have spoken to you on this subject of unusual importance, I come forward as a University teacher in order to corroborate their statements, and to endorse their views. I strongly support the resolution. I do not speak *pro domo*—although on this occasion it would not be either unnatural or wrong—I should come forward just as much if the existence of French in the secondary schools was threatened, or if there was any danger of classical studies being extinguished. I speak to-day, above all, as an educationist.

The rapid decline of German in nearly all British secondary schools for boys and girls constitutes to my mind a serious national danger. It has been noticed for some time, even in the Press; it is going from bad to worse. It is high time that energetic efforts at checking the decline and reviving the study of German should be made without delay.

A representative society such as this should (and I hope will) help the Association of University Teachers of German in their present endeavours to meet the danger. The Society of University Teachers of German in the United Kingdom has, at several recent meetings, discussed the position of German as a subject of instruction in English secondary schools. After a careful and exhaustive inquiry into the matter, it has come to the conclusion that German, as a secondary school subject, is at the present moment in danger of almost total extinction, unless the whole question of language instruction is reconsidered, and more encouragement is given to the study of German.

I have no commission from my colleagues to address you to-day, but I know that my feeling and my convictions in this matter are unreservedly shared by all of them.

At a recent meeting we have decided to make an immediate strong appeal to the Board of Education. We hope that the Modern Language Association will

to-day give our efforts its hearty support by adopting the resolution on the agenda paper. It would certainly be very wrong if anyone interested in German studies, and in secondary and higher education generally, was silent at the present critical time.

German has of late decreased in nearly all the secondary schools with alarming rapidity: even in the best high schools for girls, where now usually the timetable is so arranged that at an early time of their school life the girls are made to choose between Latin and German, and usually take Latin in view of the many examinations in which so far this language is indispensable. I have collected the latest statistics of all the more important school examinations. Everywhere there is the same result, but I will in this place spare you the reading out of figures. I propose using them in another place.

The position of German, and the importance of German studies for Great Britain, is no longer what it was in previous centuries. In the sixteenth century Latin reigned supreme (and some Greek); the seventeenth century added French. The latter part of the eighteenth century and the nineteenth brought in German. Thus, the twentieth century—our century—presents different conditions, and makes different requirements. It demands more German, and we give the rising generation less.

German, no less than French, will, in our twentieth century, be indispensable for success in all higher walks of life; and also most useful for several professions adopted by sons and daughters of the lower middle classes. Moreover, in schools of the second and third grade, German will, together with French, have to provide exclusively for the literary education of the scholars. Parents should—and probably soon will—insist that at school their children should acquire at least a good reading knowledge of both French and German, and not merely a smattering knowledge of French only; the

better ones in the schools of the first grade being, moreover, instructed in one, or even two, ancient classical tongues.

The decline of German as a secondary school subject is a matter of serious national importance—(a) From the point of view of general literary culture; (b) from the point of view of practical utility, considering the great value of German for serious students in all branches of knowledge, and also for those taking up a commercial, technological, or military career; (c) from the political point of view, as rendering a good understanding between the two nations less easy.

The causes for the decline of German are chiefly the following: (a) The regulations of the Board of Education with reference to language-teaching in secondary schools distinctly discourage German in so far as they lay special stress on Latin and French—in the majority of schools at present only two foreign languages are taught, consequently there is no room for German; (b) the tendency to discourage German in the Army Examinations, in the Examination for the Home and Indian Civil Service, partly by assigning to it a maximum far too low in comparison to other subjects. This is having far-reaching and simply disastrous effects on the teaching of German in the public schools.

The great importance of a knowledge of German in practically every sphere of modern life is theoretically admitted, but the necessary conclusions are not drawn by public bodies and examining authorities. It is strange that people, who ought to know better, do not yet see or practically admit that an intelligent study and a careful teaching of German gives a training to the mind and produces men of culture who need not fear comparison with those trained by means of other subjects, provided their general ability is the same. This point is often forgotten. In order that the present danger to German may be removed, and the subject receive the attention which is due to it, and be given the scope, without which it cannot possibly thrive, it is urgently necessary

that its present disabilities be speedily and effectively done away with; and that, moreover, it receive, for some time at least, some distinct encouragement from public authorities and examining bodies. We teachers of German, and I least of all, are not actuated by any feeling of hostility towards classical studies. All we desire is that breathing space may be granted, and the same encouragement be given to German as to the study of Greek, Latin, and French.

Without having fair scope our study cannot live; its extinction at the present time would be nothing short of a stupendous mistake and a serious national calamity. The question then arises: Is there time for the teaching of German in the school time-tables? I believe that 'where there is a will there is a way.' That time can be found for German by the side of Latin, Greek, and French in the classical schools is shown beyond doubt by our Cambridge Perse School for boys, whose able head master is an excellent classic, but at the same time not unmindful of the claims of German. In his school the boys on the classical side are all learning German as well. The language should be acquired properly at school, and not 'picked up' somehow during a few weeks on the Continent. If German is not acquired early in life at school, it is hardly ever properly learnt in after-life. I know this from a long and very varied experience and conversations with men and women in all walks of life. Many scholars, often eminent men of science, greatly deplore that they were never given a chance of learning German at school. Only a few can manage a few months at Dresden, Bonn, or Hanover at a later stage of life. This is often found inadequate for purposes of scholarship and indispensable accuracy. It is high time to give up in our discussions of ideals of education the old ever-recurring opposition of classics to science, to contrast the old humanities merely with modern scientific and technological studies. The fact is persistently

(one would almost think intentionally) overlooked that the *new* humanities have come in, and have come to stay by the side of the old *literæ humaniores*. It should be frankly realized that the time has gone, and gone for ever, in which it was thought that only an education based on the ancient classic writers of Greece and Rome deserved the name of 'higher education.' It cannot be maintained that the educational authorities of Prussia are not inspired by high educational aims in making regulations for their secondary schools. In Prussia the position of English is analogous to the position of German in this country. Now, it is a well-known fact that the study of English is at present very much encouraged in all Prussian schools, including the classical schools (Gymnasien), while England seems at the present moment the only country of importance where the study of German is completely neglected and promising beginnings allowed to fall into decay.

Are these utilitarian views? A reproach often heard and constantly met with in print; but '*Hier gibt's zu unterscheiden*,' says Lessing.

In language study it is certainly no disadvantage if the language taught at school is not only of great formal beauty, and if great works of art have been written in it, but if it is also, in addition to the former, of great and ever-increasing practical utility; if its study is sure to be continued by boys and girls after school; if it leads them to become acquainted with great modern nations—their life, ideals, aspirations, and difficulties. This is now at last done for French. Scope has been given, and stimulus and much practical encouragement. The teaching has much improved. The good results will be seen before long.

May the time not be too distant when the same may be true of German! May those of us who have given their lives to the promotion of sound instruction in German be able before their eyes grow dim to get more than a distant view of the Land of Promise; and may secondary

and higher education in Great Britain no longer be deprived of the essentially important element which is afforded by the close and sympathetic study at school of the language and literature, life and thought, of England's nearest relatives across the sea.

MR. MOORE-SMITH said that he did not at all wish to strike a discordant note, for he was in agreement with the resolution. It was to him in Sheffield a matter of astonishment to find that there were so many girls who were not now studying German, but were taking Latin. Some greater elasticity, such as Mr. Milner-Barry suggested, would be an advantage; but he objected to the view that modern literatures could be satisfactorily studied in themselves without some background of classical knowledge. It was to him a most hopeless task to be teaching Shakespeare, an author full of classical allusions, to a class to which all these allusions had to be laboriously explained. Lately he had had the misfortune of reading 'Paradise Lost' with a Chinese, who had never heard of Adam or of Abraham. It was a very similar matter to read Shakespeare or Renaissance literature with people who were without any kind of infusion of classical literature. He wished that if the classical authors could not be studied in the original tongues, the advocates of modern literary study would insist that in their curriculum there should be required some kind of knowledge of the thought and religion and history of the Greeks and Romans, such as might be got by reading some books of Homer, some Greek plays, and some parts of Ovid and Livy in translations. He did not think, however, that it was absolutely impossible even for boys and girls leaving school at sixteen or seventeen to have made some acquaintance with more than two foreign languages. In his time his head master introduced the custom that, when a boy had got into the sixth, he broke the ground of German, being supposed by that time to be able to get along by himself in French. He believed that,

in consequence of the extraordinary improvement in modern language teaching which had taken place in his day, and which was the work of the Association, boys and girls of fourteen could now know as much French as was formerly known at fifteen, and that now they could break the ground of German at fifteen, so that, if they went abroad, they could easily complete their command of the language. Then they would have two modern foreign languages at their disposal, and some knowledge of the Latin language and thought as well.

Dr. BREUL, explaining, said that he had not meant to imply that a person who was to teach German should be ignorant of the classics. Of course, anyone who had to teach Shakespeare, or any other modern literature, ought naturally to be grounded in Latin and Greek. He did not despise going abroad after a certain foundation had been laid.

Mr. ATKINSON, referring to Mr. Moore-Smith's contention that they could not study English or Renaissance authors without a basis of the classics, said that it only required to carry that argument a little bit further to lead them into a hopeless difficulty. If to understand Shakespeare they must understand Latin, then to understand Latin they must go back to Greek, and then a little further back from Greek to Sanscrit, or some Indo-Aryan language. He did not think that such an argument would really hold when they came to discuss the question as between Latin and German. He believed that the whole question turned on a point which had not yet been raised, and that was that the whole scheme of education was altering, and must alter. Dr. Breul had said that one period had given them Greek, and another period Latin, and another period French, and another period German, and he seemed inclined to throw away compulsory Greek, but to retain German; but the only reason which he had given for retaining German seemed to be that it was the language which had come last. Those languages which had

come earlier Dr. Breul seemed to be prepared to relinquish. He did not see the logic of Dr. Breul's contention. Was not the position really that now they had to choose between the older subjects of the curriculum and those which until more recent times did not enter into their curriculum at all? In this particular discussion they had to choose between Latin and German. The address which the President gave them that morning made it clear that it was not necessary to learn Latin in order to understand the writings of the Romans, nor was it necessary in order to understand the various terms which occurred in science or the various references to mythology and such like matters, as these could be looked up in a dictionary. But it seemed to him that in these modern times they had to distinguish between two definite aims—a classical education for some purposes, and a modern education for other purposes. That fact was recognized in the schools, for there were classical sides and modern sides. They would have in time, he believed, to limit the number of classical schools. At the present time Latin was far less useful than German, and he felt that German should take the upper hand over Latin. He took a classical degree at Cambridge, and then a science, and, after that, he started modern languages; but the tendency of his own mind was drifting more and more towards the modern development. People did not learn Greek in order to study the New Testament, and, as far as Latin was concerned, he doubted whether the Englishman who had been educated on the classical side appreciated his Shakespeare very much more than the German who read it in a German translation.

Professor RIPPMMANN said that he was not quite sure that, when Professor Moore-Smith spoke of the number of languages that could be taught, he really remembered that they were speaking about the grant-aided schools, in which the average leaving-age was sixteen or even lower; in schools

in which pupils stayed to a much later age things were very different. Then Professor Moore-Smith had said that, as their methods of teaching modern languages were improving, pupils should drop a language earlier than formerly. He liked to believe that their methods were improving, but he did not know that the day would come when they could make up their minds to drop French at fourteen and a half, for he did not think that by that age pupils would be ripe enough to appreciate what was best in French literature.

Assuming that French was to be regarded as the first foreign language, the question often arose whether the next language was to be Latin or German, and he should like to suggest that there should be something of compromise there. It was quite possible to emphasize Latin and yet to teach some German, and it was possible to emphasize German and yet to teach some Latin. He had repeatedly pointed out a possible improvement in modern schools in which the classics were not taught—that of setting aside a short time, if only one hour a week, to imparting some knowledge of the life and thought of the Greeks and of the Romans. Nothing, to his mind, could be more useful than lessons by the classical teacher to the boys of the modern side, in which he gave them some idea about classical literature illustrated by the reading of standard translations. Something similar might be introduced on the classical side. It seemed to him that that would have real educational value, and it could be done at no very great cost.

It was all very well to say that 'if there was a will there was a way,' that a place would always be found for a third foreign language; the whole tendency nowadays was to reduce the number of hours, not only for pupils, but for the teachers. The time would come when keeping the boys and the teachers at work for twenty-eight hours a week would be regarded as barbarous. Attention was

being turned to the importance of medical inspection, and it would be soon realized that the time to cram in fresh subjects for boys and girls was certainly not between the ages of twelve and fourteen. Perhaps they might even go so far as to find that the best thing for many boys and girls at that age would be to turn them out to grass instead of cramming them. It must also be borne in mind that the grant-aided schools contained, and would continue to contain, a very large percentage of children from elementary schools, who entered at twelve without any knowledge of a foreign language. This could not be avoided. Could such children be expected to learn three foreign languages between twelve and sixteen? The thing was impossible. Even two languages in that time would be too much. If the teaching of German had suffered, there were many reasons for it; one of them was the crowding up of the curriculum, which had reached its limit. When it came to be a question between Latin and German, the fact that Latin was preferred was in many cases due to the influence of the inspector. The number of inspectors who had had a modern training was very small compared with the number of those who had had a classical training. An inspector might be a fair-minded man, but his classical career would naturally have a warping influence. A still more subtle influence was exercised by public opinion, and in this respect a great deal must be done by the friends of German to bring about a more satisfactory state of things. Let every one who was keen about German do something in his own small sphere among those with whom he came into contact to improve the position of German. It was by going on slowly but surely that they would do some good. Above all, let them try to influence the Press, and lead it to deal with the relations between England and Germany in a more kindly spirit. A great deal more might be done to bring home to this nation the immense importance of possessing a

knowledge and appreciation of the German language and German literature.

Miss LOWE said that though she was greatly in sympathy with the study of German, she hoped the Modern Language Association would be careful what position they took up with regard to the place of Latin in schools. For one thing, there seemed to be some misconception of the aim of classical teachers of the present day. Latin and Greek are no longer the dry bones of the past, but many teachers are trying to induce boys and girls to appreciate classical works as masterpieces of literature. They must bear in mind, too, that there really are two types of schools—namely, the schools of the type that prepare students who are going to take up language and literary work in a more advanced way, either at the Universities or at home or abroad, and for this type Latin and German and French are essential. At the same time, there are schools which prepare pupils who will not probably continue language or literature up to a very advanced standard, and to these she thought that in many cases German would be probably more serviceable than Latin. In using the word serviceable she was not speaking from the utilitarian point of view, but she believed that the pupils of these schools would get more literary enjoyment out of German than out of Latin; and that is really one of the main reasons for which modern as well as ancient languages are, or should be, taught, not so much as mental gymnastics, but as factors in education which broaden the mind and produce appreciation. She thought that it was of no use to contrast the value of the two languages, Latin and German, because a really cultured man or woman should know all three languages. Granted the three languages are essential in schools preparing pupils up to the University standard, what, she asked, is the best age to begin German? In her own experience she had found infinitely better results in German when the children began French, then Latin, and then studied German,

than when the order was French, German, Latin. The majority would take to German very quickly at the age of fourteen or fifteen, and have more love for the language and appreciation of its literature than when they began much lower down the school, and were hampered by what would turn out later to be only small grammatical difficulties. It had been granted by a former speaker that those who intend to teach modern languages must know French, German, and Latin. Unfortunately, however, boys and girls at the age of thirteen and fourteen do not know whether they are going to teach or not. But the three languages are necessary to the traveller and the archaeologist and the historian, and they are certainly necessary for the student of comparative history; therefore, it seems wiser to maintain them in the curriculum of the first type of secondary school. She granted that what she had said did not seem to be in favour of the motion before the Association, but, though she was anxious there should be no hostility to the teaching of Latin, she thought that it would be very much better if the Board of Education would leave the choice of the languages to the head masters or the head mistresses of the schools, who would be more in touch with the needs of the locality, subject always to the final approval of the Board. What she particularly wished for was elasticity, and for this reason she was in favour of the motion that the Board of Education should not require Latin to be one of the languages where only two were taught. That requirement would practically tie the hands of the schools. At the same time, she hoped that the Association would not make a statement without explanation against the inclusion in the curriculum of a classical language. Classical languages are, after all, sisters of the modern languages. The ancient and the modern languages must be considered as forming one group of subjects in the education of boys and girls who carry their studies further than is possible

in schools where the average leaving age is sixteen. It is not only the secondary schools of this latter type that must be considered. The needs of every type of school in the country must be recognized, if the action of the Modern Language Association is to influence the education of England as a whole.

MISS PURDIE (Exeter High School) wished to corroborate the experience of Miss Lowe with regard to taking first French and then Latin and then German. She did not think it possible for anyone who had not tried that order to realize the enormous facility with which a child could learn German at the age of fifteen after having, perhaps, three years' ex-

perience of Latin. If pupils began French at eight, Latin at twelve, and German at fifteen, and were allowed two or three years further before they left school, the grasp of German which they would acquire would be astonishing. She would go further, and assert that including Latin in the curriculum saved an enormous amount of time. It was a preparation for German, and it saved time by abolishing English grammar, and it also saved time by preparing for an appreciation of the great masters of English literature. She was heart and soul against the resolution, and she could not be too grateful to the Board of Education for opposing the tendency to give up Latin.

FRENCH PLAYS AND SONGS IN SCHOOLS.*

WHEN asked to read a short paper on this subject I was at first reluctant to accept your Committee's invitation, for the subject seemed to me a thoroughly hackneyed one, and incapable of any originality of treatment. You will therefore pardon me, I hope, if my remarks contain only the obvious and the well known. They are meant simply to provoke discussion among an audience which includes, I know, many with far more experience than I have.

First let me define the scope of my title. French plays and songs in schools may have two values—decorative and educational. It is of the latter only that I wish to speak. We are all familiar with the decorative aspect, especially, I suppose, in reference to private schools. In this, at least, I am judging by what old students of my own have told me. 'Can you get up entertainments? We have them once or twice a term for our parents,' is one of the questions they seem to be often asked in applying for posts. Or, again, I know

of a school where parts were allotted at the end of July, and the whole autumn term practically given up to rehearsing one or two little plays which were to be given for some charity in December, when a high admission fee was charged, and the plays presented with lavish spectacular effect. This *may* be good advertising (I am not sure), but it is certainly not education.

No. My claim is for the employment of songs and plays in school as an integral part of French education. They may occasionally be given before parents and friends, but this is to be only subsidiary and accidental, not essential to their true use, which is that of an instrument of education.

This is an ambitious claim. Let us see whether it can be justified. What are the claims that French plays and songs can make to be included in the curriculum?

1. They appeal to what is essentially a child's instinct—the dramatic instinct. To press into the cause of education each successive instinct is good economy and good psychology. The dramatic instinct awakens early in a child, and, if en-

* Paper read at the Annual Meeting of the Modern Language Association on January 8, 1908.

couraged and directed on wise lines, may help the teacher in many subjects, not least in language work.

2. They emphasize the importance of clear enunciation.

3. They make the child realize from the start that French is a living language. They familiarize him with the idea that the sentence, not the isolated word, is the unit of speech, and they train him from the first to speak in sentences.

4. Their vocabulary is the vocabulary of daily life.

5. Songs in particular assist materially in what is, perhaps, the hardest lesson for an English child to learn—the feeling after the stress and musical intonation of the French language.

6. There is no end to the interest that acting plays in school arouses.

Songs.—Songs often contain in themselves the rudiments of drama, and they possess the great advantage of bringing the whole class into activity. They might well be used from the lowest form to the highest, but their usefulness will probably be greatest in the lower and middle forms. It is a good plan, at any rate with a new song, to insist on careful recitation of each verse by the whole class and by individuals before the musical setting is taught. In getting perfection in this recitation much time is saved by the use of phonetic script. No homework other than memorizing the song from the phonetic script version should be allowed; no hunting up of unfamiliar words in dictionary should be permitted; meanings of new words should be elucidated in class by the teacher by dramatic action and other devices. Those who have not tried it can hardly realize the brightness and life which a song sung now and then imports into school lessons, nor what a hold songs thus learnt have upon the children. They become their permanent possession.

The vocabulary of the song, again, seems to lodge itself in the brain with an extraordinary persistence. Months after, in coming across what she thinks is a new

word, the teacher is greeted with a shout of joy: 'Why, we had that in such and such a song!' She has forgotten, but not they.

Material.—There is probably a great wealth of good material hidden away in the folk-songs of the various French provinces, so far hardly touched for school use. Such collections as the *Chansons Populaires de la Haute Savoie*, by Jean Ritz, or Théodore Botrel's songs of Breton peasants, contain a very great deal that is unsuitable for *la jeunesse*; but there are some in them so delightful, both in melody and words, and so suitable, that it seems worth while to call attention to them, in the hope that the collections of French folk-songs may be overhauled, with a view to abridging and adapting more of them for school use.

Then there are, of course, the old French nursery rhymes, to be purchased, with music and highly coloured illustrations, in any French village for a sou apiece; and in English dress we have two books of nursery rhymes, arranged by Mlle Thirion, and published, with music, by Joseph Williams, for 6d. each; and a sixpenny book of songs published by Blackie (melody, but no accompaniment). Some French schools seem to use a little book, published by Larousse at a franc or so, called *Le Livre de Musique*, and containing many of the old favourites; and, lastly, there are many reading books with songs interspersed, some with music. Such are Miss Fitzgerald's *Parlez-vous Français?* published by Longmans at 1s.; and Mackay and Curtis's *First French Book* (Whitaker, 2s. 6d.); while Mr. Kirkman's *Première Année de Français* has a musical supplement, published by Black at 6d., and called *A First French Song Book*.

Plays.—The word in my title is rather misleading: I mean rather short dramatic sketches, usually in the form of one-act comedies. The great thing with children is not to weary them. Obviously a play in the ordinary sense is much too long to learn by heart; and scenes from great

plays, as a rule, demand too much power and subtlety to be suitable for juvenile actors.

But the play, short and simple as it is, must be a real play, not simply a detached scene from French life, a sort of compromise between a reader and a play, such as is sometimes offered to us by publishers as a substitute. A plot, however simple, is essential.

Method.—I suppose the ideal method would be to start with some central idea, and get the children to work it out, character by character, scene by scene, for themselves in class. I believe Miss Partington has tried something of this method with her youngest classes with success. But obviously it has great limitations, and only a very gifted teacher, under very favourable conditions, could hope to obtain much success with it.

Another plan, not without advantage, is to let the class dramatize scenes from their reading-book once they are thoroughly familiar with its subject. This I have seen done with conspicuous success with *La Tulipe Noire*. But few reading-books lend themselves to this treatment; it demands more constructive dramatic skill than the average teacher or class is likely to possess; it is necessarily fragmentary, dealing only with episodes, and it results, as a rule, rather in a series of scenes than in a play with due entanglement and resolution of plot. Bearing these limitations in mind, however, one will find that the class does an enormous amount of apperceptive work in the process, and it might well come in at one stage or other of the child's school career in French.

On the whole, however, we must use the plays of other people. Here we may distinguish two, or possibly three, stages:

1. The fairy story in dramatic form for the little ones—say, up to eleven or twelve years of age.

2. Drawing-room comedies for pupils of thirteen to sixteen.

3. Scenes from well-known French plays for pupils of sixteen to nineteen. These should be supplemented by the regular

reading, in parts, of the great classical plays, the reading being, of course, correlated with the study of French literature that will be being taken in the sixth form concurrently.

Material.—Among English publications, the junior stage seems to be the one most catered for at present. There is no lack of these little fairy-tale plays, such as Miss Partington's, Mlle Hainsselin's, and others published by Blackie, etc. I hope I may be forgiven for hanging out two danger signals:

1. The moral is often too obvious. A goody-goody story, even if in dramatic form, soon becomes unpalatable to small children.

2. Elaborate dances slung together by a few French words with the slightest of slight plots may be decorative, but is hardly educational.

If the dramatized fairy story is hectorographed in phonetic script for the use of the small children, the most charming results in pronunciation may be obtained.

The middle stage—twelve to sixteen—is as yet very inadequately provided for. There are adaptations by Mlle Ninet, and sketches by Mrs. Frazer and Lady Bell. These seem to hold the field alone. They are often most useful; but may I plead for more action and more point in any further sketches Mrs. Frazer may be so good as to give us?

For the senior stage—sixteen to nineteen—Blackie's little French plays from classical and modern authors (*Little French Classics*, 6d.) should prove useful. I have so far had no experience of acting them, as so many male parts seem essential to nearly all. Boys here seem to be better provided for than girls.

In these two latter stages France comes to our aid. Apparently in French schools the need of short comedies for school acting has been found, and some fifty-three dramatic sketches (*pour la jeunesse*) have been published by the Librairie Théâtrale, 32, Rue de Grammont, Paris. Of these fifty-three, eight are written for boys, thirty-seven for girls, and eight for

boys and girls together. I have not been able to examine many of these, but from the specimens I have had I should think this a fruitful field for English school enterprise. An excellent *catalogue analytique* can be obtained for 25 centimes, giving a summary of the plot. Each comedy costs, as a rule, 1 franc.

In conclusion, may I commend to our English publishers' notice the need of encouraging enterprise on the following lines. We want—

1. More dramatized fairy-tales, not depending too much on spectacular effect, with the preponderance thrown on the French conversations, not on the dances, some versions, at least, to be in phonetic script.

2. More drawing-room comedies—short, simple, full of action, with real point and plot, with as little scenery and change of scene as possible.

3. Plain texts, without vocabulary or notes.

It is probably owing to the demands of an uninstructed public that publishers of school books often seem bereft of imagination and reasoning faculties. Whatever the cause, the result is deplorable; they have come to credit children with a total lack of these qualities. They issue comedies furnished with a complete vocabulary, grammatical notes, and even, perhaps, lists of irregular verbs. What could be more foolish? The essence of drama is that it shall be *acted*. What need of noun vocabulary when the objects are there on the stage before one? What need of verb vocabulary when the actions are being acted by the children themselves? A little common sense, a little imagination, a little use of the child's reasoning powers, and whatever obscurities the text may present are quickly cleared up. *Solvitur ambulando*. If the difficulty persists, what else is the teacher there for but to remove it?

F. M. PURDIE.

THE NEXT STEP.

A PENDANT TO THE DISCUSSIONS.

A PERSON inclined to be observant of tendencies and movements would have been struck at our last annual meeting by the spontaneous applause that greeted every reference to the teaching of literature. It is a noteworthy sign; for it would seem we are at last agreed that if a boy learns a foreign language at school he does so in order to gain that peculiar advantage that comes from being conversant with the thoughts, feelings, and ideals of another nation; and that these are found best expressed in the nation's literature. Our position in this matter has not always been so obvious: at Durham, for example, some member having brought forward a resolution 'that the main object in language teaching is to lead a boy to think better,' or words to that effect, another was immediately heard indignantly asserting that language teaching had nothing to do

with thinking, 'no more than playing the piano'! On that occasion some of us found ourselves recalling a book called *Pensées*, and a passage in it by which we even remembered having been, in a way, moved: *L'homme n'est qu'un roseau, le plus faible de la nature, mais c'est un roseau pensant*; also a great philosopher who wrote, *Je pense, donc je suis*, founding thereon a whole system of philosophy; and wondering queerly how those great men would have sympathized with such an attitude towards intellectual education. For, if one may write of physical, moral, and intellectual education without being at once reminded that they are inseparable, I should say that it is in intellectual education that we are at present weakest; and it is also with this branch of education that modern language teaching is chiefly concerned.

There is no doubt that many of our

pupils leave school at present without having formed any definite intellectual interests. Departure from school, besides, makes a great break in a boy's life; not only is he suddenly confronted with many problems he did not know before, but he also finds his hours of leisure very few, so that these years, among the most important of his life, are seldom favourable either to the acquisition of new intellectual tastes, or to the development of any that may already exist. We, his teachers, in most cases the only real teachers he will ever have, should do for him what we can while he is still with us. We should not let him depart with too scanty provision. And, after all, a list of conjunctions requiring the subjunctive mood in French, or the various queer things that *Band* may mean in the plural, constitute but poor parting counsel to a youth going out into life.

Now, of all the intellectual pursuits that a boy may take to, the habit of reading good books is surely the most desirable. Whatever other hobbies may attract him, this should not be neglected. Not that we should try to make all our pupils bookworms: far from it. There are even moods when one feels that nothing better could be imparted than such a love of open air and blue sky as would send a youth mountain-climbing, or discovering the beauties of his country on foot. But at the present day it is very nearly impossible for a man to be truly enlightened without being something of a reader; and our aim should be to turn out enlightened men, for these present pupils of ours will be the parents of a future age, and will even influence education more directly still, becoming members of education committees and of boards of governors,—to mention only those things that concern us, as teachers, most closely.

I was first set thinking in this strain some years ago, when, having presented an old pupil with an English classic, I learnt some time afterwards, to my disappointment, that he considered it dry,

and, as far as I can remember, did not read it. The book was Kinglake's *Eothen*. Had I given him John Stuart Mill *On Liberty*, or Burke's Speeches, it would have been still worse. And yet it is surprising how soon a youth finds himself in the midst of life, with duties and responsibilities, obliged to form opinions on all the great political, social, and religious questions of the day. Never having been introduced to such authors as these, he draws his opinions from his halfpenny newspaper, which, with the music-hall, completes his education. Yet it is not difficult to make a boy love good literature. A French friend of mine was telling me some time ago how a pupil of his conceived a passionate love for English through hearing Coleridge's *Ancient Mariner* read in class.

Unlike the French *lycée*, we have no *classe de philosophie* at the top of our schools; therefore, the teaching which is done in that class in a French school should with us be done by each teacher in his special subject, as occasion offers; and no subject gives so great opportunities for such teaching as modern languages. Indeed, I am inclined to think that this is the chief contribution modern language teaching will make to secondary education; it will raise the general intellectual standard and widen the outlook of our pupils by introducing them to what is most beautiful and most valuable in modern literature. And our next step is to decide how this can best be done.

I confess I am sometimes surprised that people should still be found to discuss the methods to be employed in the earlier stages of language teaching. To my mind, the question has long ago been answered, as such a question is best answered, by experience. Surely it is now clear that results are being obtained by the direct method, of which supporters of translation methods had never even dreamed?

But whether we should adhere strictly to the principles of the direct method when we set before ourselves the task

of introducing our pupils to the highest literature of the language I incline to regard as still an open question. It is certain that the Reform method is best for introducing pupils to ordinary narrative literature, and that boys so taught will take very kindly to reading in their free time such authors as Dumas, Erckmann-Chatrian, or Hauff. But in dealing with a foreign classic the work, the author, and his age should all be discussed in class in the fullest manner; and I can imagine that strict adherence to the foreign language might in many cases be unfavourable to that free exchange of thought between teacher and class which is so valuable, which, in fact, at this stage is just what we want. I don't suggest at all that the thing is impossible; my object is to point out the nature of the problem before us. We want it proved that the best way to give a boy the fullest measure of culture in his modern literary studies is to teach him on direct method lines up to the fourth form; and also to teach him on the same lines after that stage. The necessary conditions are, first, an adequate amount of time in the upper part of the school; secondly, teachers eager to carry out the experiment. Given the favourable conditions, there is no

reason why the result should not be a striking success; we may yet have the pleasure of hearing a sixth form discuss in fluent French the literary theories of Taine, or the social doctrines of Rousseau.

No doubt there are many teachers up and down the country who, not having come under the enlightening influence of the Modern Language Association, have yet much to learn about even the elements of their craft; but speaking of the others, the enlightened, I believe the problem uppermost in their minds is that I have tried to sketch above. Those who have a fancy that way may study the psychological problem, which has attractions of its own, but in the end it is experience, and experience alone, that will ever give us a satisfactory answer.

In the meantime, I like to recall what Dr. Breul said to us at one of our meetings a few years ago, that he had been taught English by a master who had never heard of reform methods, but whose enthusiasm for the language and its literature, being real, was communicated to his pupils. It is this fine enthusiasm which, after all, matters more than anything else; it should show through, through whatever medium.

E. CREAGH KITTSON.

DISCUSSION COLUMN.

WHAT IS THE BEST METHOD OF PUBLIC EXAMINATION AND INSPECTION?

CONTRIBUTIONS for this column should be sent within one month of the date of issue of this number of MODERN LANGUAGE TEACHING to Mr. F. B. Kirkman, 19, Dartmouth Park Hill, London, W.

I.

MR. W. OSBORNE BRIGSTOCKE
(*Berkhamsted*).

FOR the sake of brevity I am putting my remarks in the form of a confession of faith.

The existing multiplicity of examining

and inspecting bodies does on the whole conduce to efficiency, provided that a school is examined and inspected by one body only.

An examining body has not only the right to direct the method of teaching—it cannot help doing so—it should, of course, take the peculiar methods of

teachers (if worthy) into account; but it cannot allow its examination to be to any large extent directed by the wishes of the teachers.

Examinations are useful at all stages, but it is very important that examinations, in the early stages at any rate, should be based on an agreement between teachers and examiners.

The simplest method of testing ability to understand the written language is to set a long unseen (fifty lines) to be done in a limited time, credit to be given for a *general* understanding of the whole passage rather than for an exact translation of a portion. A short unseen of the usual length (ten to fifteen lines) should test ability to tackle construction with accuracy.

Dictation is invaluable as practice and as a test. It should be constantly used. Mr. Kirkman says: 'I would rigidly exclude translation into the foreign language from all junior examinations, because it compels many teachers to give systematic translation lessons at a stage when they regard it as very undesirable.' I would exclude it from all but the very highest forms. Free composition should always form part of a paper. In the junior forms an outline of some kind should be given; in the lowest forms the whole should be given, and only certain changes should be required—*e.g.*, first person plural instead of third person singular (*we* instead of *him*). It is in this way alone that grammar should be tested.

Testing ability to speak a language is a subjective matter, depending very much on the personality of examiner and pupil. I have tried all kinds of methods. None seems to me more satisfactory than taking words that are unknown to the pupil and explaining them in the foreign language. The explanation always leads up to something about which the pupil can talk, and the method has the advantage of making the examiner talk first. It is quite misleading (as far as results go) to ask the average English boy to start talking about a picture; it is grossly unfair to expect

him to be able to talk about a piece of unseen that he has read aloud. In nine cases out of ten all the attention was devoted to the pronunciation.

A reading test is absolutely essential. No pupil ought to be allowed to grow accustomed to a wrong pronunciation, which would make comprehension of poetry or fine prose impossible.

To a form half-way up a secondary school (second or third year in the upper school) I would allot marks as follows: Unseen (fifty lines), 20 per cent.; unseen (ten to fifteen lines), 10 per cent.; free composition, 30 per cent.; reading, 8 per cent.; dictation, 12 per cent.; conversation, 20 per cent. Lower in the school I would increase the percentage for reading, dictation, and the long unseen. In the higher forms I would increase the percentage for unseen (fifteen lines), free composition, and conversation.

Inspection by all means, but by one body only, and that the best the school can find. Frequent short visits and occasional protracted visits. The aim should be to understand fully the difficulties of each school, and to combine with teachers to produce the best results possible under the circumstances. Also to effect the removal of the inefficient, if there is a reasonable probability of filling the vacancies with more efficient teachers. There should be two classes of inspectors—senior inspectors, men and women who have been taken from the ranks of teachers between the ages of thirty-five to forty on account of noted success as teachers; junior inspectors, men and women actually engaged in teaching, and to whom a year's leave of absence is granted to inspect other schools. No difficulty would be caused by this if it became a regular practice. The senior inspectors would receive large salaries; the junior inspectors salaries equivalent to their school salaries, plus expenses. The essential qualifications of an inspector are patience, imagination, sympathy, humour, and enthusiasm, and, above all, as deep a knowledge of men, women, and children as possible.

II.

MR. H. L. HUTTON

(Merchant Taylors' School, E.C.).

I send you some observations on the value of dictation based on experience with boys of various ages.

1. Boys under fourteen taught on various methods. Test: (a) A short story or description read from a book. I find that the boys who have done translation with some oral work produce better results in this test than those trained solely on Reform lines. Apparently they catch enough of what is read to make out the general sense, and the correct form of the words on paper is a matter for the eye. Those trained on Reform lines may do well within the limits of their vocabulary but these limits are narrow under the ordinary conditions of class teaching, and they have not that bowing acquaintance with a large number of words possessed by the Translators. This statement must, however, be modified by one consideration—a careful phonetic training prevents a large number of common mistakes that the Translators are apt to make, yet it does not help so much as wider reading and a grammatical eye.

(b) A short story or description—spoken, not read. In this test the vocabulary is carefully limited, and the material is arranged so as to test: (1) Sounds—*e.g.*, 'e ouvert,' 'e fermé,' nasal vowels; (2) grammatical forms and constructions—*e.g.*, plurals, concords, tenses. The spoken intonation seems easier to catch, and the difficulties of sound and grammar are such as may reasonably be expected from boys at this age. This seems to be somewhat more of a test for the ear; and if the Translators are more familiar with the look of the words, the Reformers are more familiar with the sounds.

In looking over the papers, I always take the dictation first, and rarely fail to pick out the five best boys from this one test.

2. Boys of various ages up to sixteen, taught on Reform lines. Internal ex-

amination on term's work. Test: (a) A passage out of the term's work, slightly altered. The majority obtain nearly full marks, so the test is of little value.

(b) As in 1 (b), or passage similar to term's work—read. Both these seem to be fair tests. A few boys fail who do well in the papers on the term's work.

3. Boys between sixteen to eighteen, London Matriculations University scholarship standard. Boys taught on the Translation method, with practice in dictation, do as well as boys brought up on the Reform method. The latter require some drill in dictation to do well, in my experience; but this may be due to special conditions. They are not helped so much as I should expect by the sound, though they do better after phonetic drill. A few boys with specially correct ears do better than in their other work in the language; a few slow, plodding boys do worse. The majority do about what their other work would lead one to expect.

Dictation, then, should probably be regarded as a test for the eye rather than the ear. All Reform teachers know that pupils will make endless blunders in writing sentences they have just spoken correctly and fluently, unless they are well drilled in paper work. Any boy who can recognize the words and the general sense, if he is familiar with the look of the words and is grammatically accurate, will pass the test. It is a good test for accuracy and vocabulary.

One or two considerations as to the application of the test. The results depend a good deal on the way in which the dictation is read, on careful articulation and speed. I have seen very different results obtained by different readers: one thought it his duty to go as fast, the other as slow, as the regulations allowed; one thought it his duty to read almost carelessly, the other with extreme precision. How is it possible to standardize the results? Should the test be applied by the master who usually takes the form, or by some one who is a stranger to them? From my experience, I should judge that

the unfamiliar reader makes little difference to the result, provided that he reads clearly and slowly. I have found, how-

ever, that boys who understood an examiner readily when he talked to them, could understand little when he read fast.

LA SOCIÉTÉ ACADEMIQUE.*

THE Editor thought it would interest the readers of MODERN LANGUAGE TEACHING to know about our French Society, and I am very glad to fall in with his suggestion, and to send an account of it and its doings, hoping that it will thus gain more friends and supporters, and so extend its usefulness.

The Association was started just over three years ago, for our own staff and elder scholars. It was then suggested and hoped that many kindred girls' schools in the London district would eventually join. It was also hoped that, still keeping the first school as head-quarters, a monthly *réunion* could be held, and the entertainments given by each affiliated school in turn.

The idea of the Association from the very first was to supplement the French lessons; to give the girls a little of that French atmosphere and French social life so hard to get in ordinary class-rooms—unfortunately, all that can be allotted to Modern Language Teaching in most schools; to enable them to act, and see acted, French plays; to sing French songs, recite, hear good lectures and causeries (given by the numerous French professors in London, who have always been exceedingly kind to the Society); to play French games; and last, but not least, to eat and drink in French—a most useful way of loosening tongues, and of learning to use small everyday sentences. With this aim in view, a part at least of every meeting is devoted to general conversation and refreshments, and it is strongly urged on every member that French, and French

only, is to be spoken during the *réunions*. It may even be advisable to suggest to members who do not uphold this rule, and who are heard using their native tongue (unless, of course, that is French), that there is such a thing as 'suspended membership.'

Of course the French spoken is not always of the best; but, then, one never really learns to swim until one strikes out alone in the water, with perhaps an occasional word of advice. And here I would like to urge upon the elder members and friends, who are present at the meetings, the immense amount of help and support they would give the Society by their encouragement of careful talk and pronunciation among the girls. Of course they are shy and diffident at first, but the telling of an anecdote at *devinette* will often lead to others, and it is surprising how much is learnt from these evenings and produced afterwards in compositions.

Beginning with a membership of seven or eight, the Society now numbers about 200, with six affiliated and about eight attached schools. It has so far exceeded the size and usefulness aimed at even by its ambitious founders that a President, Committee, and new set of rules, to meet its new needs, have had to be found, and it is now reorganized and ready for a large number of new members.

Among some of its attractions, it might be well to mention that the subscription is very small, especially for the girls of the affiliated schools, and that two entertainments are given a term. These are always full of interest and enjoyment, and the audience is a most appreciative one. It was very gratifying to be told a short

* Miss Stent is senior French mistress at the Central Foundation School for Girls.

while ago by one school, which had very kindly acted *Le Bourgeois Gentilhomme* for the benefit of our Society, that, out of the three or four audiences they have had on different occasions, that formed by the members of La Société Académique had been the most appreciative and enthusiastic. The play certainly was a huge success, and is very happily remembered by those who were fortunate enough to be present.

The *réunions* are very varied, which is perhaps in a large measure the cause of their success, for one never knows what to expect. But perhaps the most successful form of *réunion*, if any comparison can be made, is that which is now becoming the most usual, when the girls of the school entertaining arrange the programme with the help of their French mistresses, and themselves act, sing, or play. In this case it is difficult to judge whether performers or audience are having the best of it. Anyhow, it is certain from remarks overheard that some of the onlookers would like to be performers; but whether performers would like to be mere lookers-on is not so certain. This has been found the best sort of evening to help on the Direct Method of teaching French; and before closing my remarks I will briefly describe the last of the kind we had.

It began early, with the reception and placing of guests, and really valiant efforts were made to keep to French, with good results, too. Soon the excitement became intense, as row after row of seats in the pretty and well-lighted hall was filled, until all the affiliated schools but one were well represented. The curtain rose, and for the next half-hour or so the attention of the audience was held fast by the very pretty rendering of several scenes from Labiche's comedy, *Le Voyage de Monsieur Perrichon*. I might here add that the girls all knew the play, as I believe it is the custom for them either to read it themselves or for the French mistresses to tell the story of it beforehand.

Then followed refreshments, conversation, and music, after which the curtain rose for the finishing scenes. The *réunion* was closed, as they all are, with one verse of the 'Marseillaise' and one of 'God Save the King,' sung by about 150 delighted members, all wanting to go back to school and get up a French evening themselves as soon as possible.

As Secretary of the Société Académique I shall be very pleased to answer any questions regarding the Society, and these, with applications for membership, should be addressed to Miss E. C. Stent, Central Foundation Girls' School, Spital Square, E.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on February 29.

Present: Messrs. Somerville (chair), Allpress, Fiedler, Hutton, Von Glehn, Milner-Barry, De V. Payen-Payne, and Rippmann.

Letters regretting inability to attend were read from Miss Morley and the Hon. Secretary.

The minutes of the previous meeting were read and confirmed.

The Finance Sub-Committee presented

their estimate of receipts and expenditure for 1908.

Mr. Milner-Barry reported that the Sub-Committee on German, acting in conjunction with the Society of University Teachers in German, had invited and obtained the co-operation of the British Science Guild and the Teachers' Guild of Great Britain and Ireland. It had been decided to draft a memorial on the neglect of German, and to forward it to the Board of Education, with a request that a deputation might be received.

Mr. Allpress reported that the project for a General Educational Congress had been abandoned.

The following resolution, submitted by Mr. Kirkman to the general meeting in connexion with the report on the conditions of Modern Language Teaching, was then considered :

‘That the General Committee be instructed to consider whether it is advisable—

‘(a) To bring the facts of the report to the notice of the public and of educational authorities.

‘(b) To formulate suggested improvements of existing external school examinations in Modern (foreign) Languages, and submit them to the consideration of the examining bodies concerned.

‘(c) To arrange for more frequent discussion meetings of members in any locality where there appears to be a promise of success.’

It was decided—(1) That 1,000 copies of the report should be printed and distributed as occasion arises ; (2) that a sub-committee, consisting of Messrs. Kirkman (convener), Hutton, Pollard, Professor Rippmann, and Miss Purdie, should be appointed to deal with the subject of examinations, such sub-committee to meet

after midsummer, and to report to the Executive Committee ; (3) that the question of meetings be left in the hands of the Hon. Secretary.

The following new members were elected :

E. L. Barbier, B.A., University of Birmingham.

A. Bowden, King Edward's School, Five Ways, Birmingham.

R. J. E. Bué, B.-ès-L., Christ's Hospital

F. A. Cavenagh, B.A., Grammar School, Cheltenham.

Miss E. C. Sweeny, B.A., Green Secondary School, Bush Corner, Middlesex.

Miss D. B. Weekes, B.A., Girls' Modern School, Bedford.

R. Wake, L.C.P., Grammar School, Bridgnorth.

The Committee then adjourned.



The Modern Language Exhibition was displayed at Sheffield University on March 26, 27, and 28. On the latter day a meeting was held, which was addressed by Mr. F. B. Kirkman. The local branch of the Teachers' Guild lent its co-operation to the undertaking. A full report will appear in our next number.

HOLIDAY COURSES.

THE Special INQUIRIES Office of the Board of Education has prepared its annual Table of Holiday Courses on the Continent for Instruction in Modern Languages. This year there are five courses in Germany and Austria, three in Switzerland (all in the French-speaking parts), one in Spain, one in Italy, and eighteen in France. Particulars of each course are given under the following headings: Organization responsible for the Conduct of the Course, Date, Fees, Return Fares from London, Lowest Cost of 'Pension' per Day, Address For Further Information, Principal

Subjects, etc., Important Details. Copies of this list, together with further information as to the courses contained therein, can be obtained on application to the Director of Special Inquiries and Reports, St. Stephen's House, Cannon Row, Whitehall, London, S.W.



Four of the courses mentioned in the above list—viz., those at Tours, Honfleur, Neuwied, and Santander—are conducted by a Committee of Management, consisting of eighteen members representing the Teachers' Guild and other associations.

Some details of these courses were given in *MODERN LANGUAGE TEACHING*, vol. iii., p. 90. The fact that these courses are now in their twelfth year may be taken as affording some guarantee that they are managed with care, and likely to be of real benefit to students.

The preliminary circular giving particulars of these courses will be sent on application to the Teachers' Guild, 74, Gower Street, London, W.C. The handbook, giving full syllabuses, time-tables, and lists of families taking boarders, hotels, etc., may be obtained from May 1 (price 6d.).

The University of London has arranged a Holiday Course for Foreigners this summer from July 20 to August 14. Last year a number of applications had to be refused, as it is a rule that there shall not be more than 200 students at any time. Those who intend to take part in this course are therefore advised to apply early. The detailed prospectus is now ready, and can be obtained on application to the Registrar of the Extension Board, University of London, South Kensington, London, S.W. The words 'Director of the Holiday Course' should be added in the left top corner of the envelope.

LA MAISON UNIVERSITAIRE DE ST. VALERY-S.-SOMME ET LES CARAVANES SCOLAIRES.

La Maison de Saint-Valery est une *Station d'étude et de repos* à l'usage des hôtes de la Résidence universitaire de Paris et de tous les travailleurs qui veulent y venir chercher la salubrité de l'air marin et le calme des grands horizons.

Pour les étrangers, la Maison universitaire est aussi une *École de français*. L'enseignement de la langue, bien que méthodique, n'y affecte que fort peu la forme scolaire ; les progrès résultent de la vie même dans un milieu tout français, de l'étude des idées comme des mots.

Le matin, avant que chacun aille librement à ses travaux ou à sa flânerie, la journée commence en ce cloître laïque par la lecture familière, autour de la table du déjeuner, de brefs passages empruntés aux auteurs les plus variés : textes tout trouvés d'entretiens et de discussions quand ensuite on se retrouve. L'après-midi, c'est dans la campagne ou au bord du flot qu'on lit et cause à volonté, et le soir, par les temps frais, autour du feu qui flambe dans la salle aux boiseries blanches. . . .

Une expérience de deux années a prouvé que ce cadre très simple était bien celui qui convenait aux jeunes professeurs et aux étudiants occupés toute l'année pour des travaux à heures fixes. Dans

l'atmosphère calme et la pleine liberté de la vie de village l'étude personnelle, stimulée par des échanges incessants d'idées avec les organisateurs, devient un délassement. Les excursions, préparées par des lectures et de très simples conférences, apportent l'élément de variété nécessaire et font connaître le petit coin de terre française où s'est établie la Maison universitaire.

L'été dernier, la Maison ne s'est pas fermée un seul jour d'avril à novembre. Tout fait prévoir qu'il en sera de même cette année, car on voudrait à présent associer au bénéfice de l'étude du français sur place de très jeunes étudiants, des *écoliers*, à partir de l'âge de 11 ans. On vient généralement trop tard, beaucoup trop tard dans les pays dont on doit apprendre la langue ; la plasticité de la mémoire, la merveilleuse flexibilité des organes pendant la période de l'adolescence ne sont encore que bien imparfaitement utilisées. Il y a aussi un grand parti à tirer, pour l'acquisition des mots, de l'association avec des sensations vives et agréables éprouvées par un jeune esprit transporté dans un pays étranger. Avec de courts séjours échelonnés et une direction méthodique on pourrait obtenir de grands résultats et réaliser de notables

économies de temps et de forces. La question est à l'étude à la Maison universitaire ; elle avancerait sans doute à grands pas si la vaste Modern Language Association voulait apporter son concours

éclairé, tant au point de vue pédagogique théorique qu'à celui de la recherche des moyens pratiques d'organiser les caravanes scolaires. C'est à solliciter ce concours qu'est destinée la présente note.

THE SCHOLARS' INTERNATIONAL CORRESPONDENCE.

It is practically impossible to give any accurate statistics as to the number of scholars who now carry on a correspondence with foreign scholars, as the printed lists of teachers, both French and English, permit the language professors to make their own arrangements. Perhaps the best idea of the increase is the fact that whereas four years ago the list of English teachers interested was contained on one page of the *Revue Universitaire*, four pages were occupied last time and a supplementary page was added. The increase of French teachers was about in the same proportion. The amended lists are now in course of preparation, and Miss Lawrence, 14, Norfolk Street, Strand, will be very glad to hear from language teachers who would like to have their names placed upon the list, and also the new addresses of those who have changed schools since the last list was issued. One interesting development comes from Japan and Egypt, whence teachers ask for English boys to correspond, but in English only, as they do not suppose our English boys know either Arabic or Japanese.

Now that the arrangements for the Exchange of Homes during the holidays, or otherwise, is in process of organization, we hope that this scheme may be extended much more widely. There are, however, one or two points which must be kept in mind. As regards the exchange with France, it is very difficult to persuade the parents of French boys or girls to send them farther than about a hundred miles

north of London. The exchange with Germany is as yet undeveloped, but naturally the Eastern Counties would receive more attention. The parents of a girl in Ireland, however, offered to defray the extra cost for travelling expenses. The question has once or twice been asked, What are the costs, and what the advantages, of this exchange of homes ? The cost for each parent is naturally the travelling expenses of the girl or boy exchanged, together with the amount of pocket money necessary. The advantages are, first, the rapid progress made in the knowledge of the foreign language consequent on being surrounded by people who speak that language only ; secondly, the widening of outlook which it has always been recognized foreign travel gives.

As regards numbers exchanged, the English are still far behind both France and Germany. In 1903, 28 French boys were exchanged and 13 girls ; but the majority of the exchanges were with Germany. The Société d'Échange International reports for the year 1907 the large number of 145 exchanges. Of these but 34 were between France and England, and 1 only between England and Germany. So far as can be discovered, the prevailing note is one of great satisfaction on both sides.

It is much to be hoped that teachers will exert their influence in this matter. Letters should be sent to Miss Batchelor, Letcombe Bassett Rectory, Wantage.

REVIEWS.

Heine's Book of Songs. Translated by JOHN TODHUNTER. xvi + 279 pp. Oxford: Clarendon Press. Price 3s. 6d.; on India paper, 4s. 6d.

We are bound to appreciate the boldness of him who attempts to translate the whole of the *Buch der Lieder*, undaunted by the failures of his predecessors. A few of the *Lieder* have been found to lend themselves to translation, but others—the majority—defy every attempt, and Dr. Todhunter has failed, as all are bound to fail. There are two insuperable difficulties. The rhyme words in the two languages differ, and to produce rhymes often necessitates the use of a strange or 'learned' word, where the German text has a common, simple word; in other cases a bad rhyme is admitted. German has inflexions where English has dropped them; in verbs and adjectives, more particularly, we constantly find German dissyllables corresponding to English monosyllables. The translator, desiring to keep the same number of syllables in the line, is driven to repetitions, or the insertion of ideas not contained in the text, or the substitution of elaborate for simple words. It may be of some interest to exemplify these statements; perhaps this may deter other would-be translators from a thankless task.

Take first some cases in which the exigencies of the rhyme have led to the introduction of strange words and expressions:

- 'Die Bäume ragten himmeln.
The trees their boughs to heaven raught.
- 'Im schwarzen Galafrack und seidner Weste.
In black dress-coat and silken vest of state.
- 'Gäb' ich mit Freud' und wohlgemut.
I'd give with joy and lusthoo'd (rhymes with 'blood').
- 'Vom dürrn Philister, dem reichen Wicht.
By a fusty curmudgeon, a rich old blight.
- 'O, könnt' ich die Liebe sargen hinzu!
Oh, could I within it my love enchest!

Further examples are: *a-quail, fere, fishlings, elsewhere, stound, the shatters, clave, deep-gored, drearihead, brumbrumming.* I have by no means exhausted the list.

Poor rhymes are plentiful; almost every page supplies such examples as *sighs: melodies, carolling: sing, have: grave, one: lone, face: says, balcony: alone he, blaze: says, ice: likewise, speak: sick, bewitched: besmuted, home: come, mourning: burning, hall: festival, garret: spirit, glory: more I, dwell: icicle, deplored: word, fable: miserable, gruesome: bosom.* In two consecutive verses the rhymes are *tarry: you: hurry: do, spirit: utterly: hear it: me;* six lines out of eight rhyming badly. Before we studied this version we had no idea that there were so many possibilities of bad rhyming in English.

Repetitions, where the original has only one word, are common, as well as other extensions. Typical examples are:

- 'Und zeigt mir jene Stelle,
Wo ich das Liebste verlor.'
*And shows me the place of places,
The place where I lost my love.*
- 'Welchem aber von den beiden
Wendet sich ihr Herze zu?
Kein Ergrübeln kann's entscheiden,—
Schwert heraus, entscheide du!'
*But to which, or both, or neither,
Turns her heart? Her heart, I trow,
Searched decides not yet for either:
Out then, sword, decide it thou!*
- 'Der Hans und die Grete tanzen herum,
Und jauchzen vor lauter Freude
Der Peter steht so still und stumm,
Und ist so blass wie Kreide.'
*Blithe Hans and his Gretl, they dancing come,
Loud laughing for utter gladness;
Poor Peter stands stock-still and dumb,
As pale as chalk for sadness.*
- 'O könnt' ich dir röten die Wangen blass
Mit dem Blut aus meinem Herzen!
*To flush thy pale cheek, would my blood suffice,
My heart's blood thou mightest borrow.*

These examples will also serve to show how little the translator reproduces the melody of the original. Indeed, there are many lines and verses which are unpleasant to the ear. Far better had it been to adhere less strictly to the metrical scheme of the original and give something of its easy flow than to produce such lines as—

*As 'Amen, world without end !' The old
mother says,
That my kinsfolk mayn't pick out my
eyes, be near ;
Damp dew on her pale cheek shining,
On the old eggs of love's last laying,
Swift the ruins change to a castle.*

Or such a verse as—

*Much, how much, is left, moreover !
Oh, how fair looks the world still !
Heart, all things with joy can thrill :
Of all things be thou the lover !*

Compare with this the original :

*'Und wie viel ist dir geblieben,
Und wie schön ist noch die Welt !
Und mein Herz, was dir gefällt,
Alles, alles darfst du lieben !'*

He is surely to be pitied who does not feel the perfect simplicity of the German, and the miserable inadequacy of the English version.

It is only fair to add that occasionally the translator has succeeded in giving us something that approaches more closely to the original—especially in the case of rhymeless poems. After going carefully through the book, we arrive at the result that about twenty-five out of the two hundred and fifty rhymed poems may be considered satisfactory renderings. In order to show what we regard as satisfactory, we give the following example of Dr. Todhunter at his best :

*'Every morn I rise, demanding :
"Comes my love to-day ?"
Every night lie down complaining :
"Still she keeps away."*

*'In the night-time with my sorrow
Wide awake I lie ;
Half asleep I wander dreaming,
While each day goes by.'*

Compare the original, and it is again easy to find fault—'every' in lines 1 and 3, 'demanding' for 'asking,' 'lie down'

for 'sink' *ich hin*,' 'while each day goes by' for '*bei Tag*'; but on the whole the spirit has been well reproduced. Even better is the following :

*'When springtime comes, and the sun
shines bright,
With blossom and bud the young flowers
are gay ;
When the moon goes forth on her shining
way,
The stars swim after her through the
night ;
When the singer sees two sweet little
eyes,
From the deep of his spirit glad songs
arise ;—
Yet songs and stars, and sweet spring
flowers,
And eyes, and moonlight, and sunny
hours,
Howe'er delightful be such stuff,
To make a world 'tis not near enough.'*

One good rendering out of ten is, however, not enough to redeem the book. We cannot recommend this or any other version to anyone who wants to make Heine's lyrics his own without going to the original ; translation, even at its best, gives but a poor and often distorted image. On the other hand, anyone interested in the art of translation will find a comparison of these renderings with the original a pleasant and instructive task ; and if he has felt any inclination to translate German lyric poetry he will probably learn a lesson, and be chary of giving to the public any but his most happy attempts.

Historical German Grammar. Vol. i. : Phonology, Word-Formation, and Accidence. By JOSEPH WRIGHT. Oxford : University Press. Pp. xv + 314. Price 6s. net.

Students of German will welcome this very convenient statement of facts bearing on the phonology and the morphology. Professor Wright, who has undertaken the laborious work of bringing together these facts from many sources, deserves our thanks for producing what he justly claims to be the most complete treatise on historical German grammar which has hitherto appeared in the English language. For purposes of reference it will undoubtedly

be of great use, especially when Professor Fiedler has given us the promised companion volume on historical German syntax.

Having said this much, we feel constrained to express our regret that Professor Wright has not written a little more for the non-specialist. How useful for the ordinary schoolmaster would have been a readable (though strictly scientific) account of the history of the language, somewhat after the fashion of Lichtenberger! What an interesting chapter there might have been on the Latin loan-words—quite a piece of *Kulturgeschichte*! It required a force of self-denial to omit it which seems to us remarkable. As it is, the book is a repository, with a good index; to anyone but the professed philologist it presents a forbidding appearance, so much of it being words, not sentences. And, after all, will the professed philologist use it? There is hardly a reference to *Zeitschrift* or *Beiträge*. Possibly it is only the conscientious critic who will read it from cover to cover; and, doing so, he will doubtless learn—and at times disagree. As evidence that we have made our way through the book, we submit some points we have noticed.

Page 11: modern German examples of the sounds would have been better; did the vowel sound in our *not* exist in O.H.G.? Page 12, l. 21: the sign $\bar{\text{z}}$ should have been explained. Page 14, § 16: the definition of [a] diphthong recurs on page 93. It is much to be regretted that all phonetic symbols and terms were not explained at the outset. What is the student to make of 'voiceless lenes' (§ 19)? 'open *e* as in *get*' (§ 21)? 'broken' and 'slurred' accent (§ 23)? Page 17, § 21: the statement about the pronunciation of *ä* is made again in § 90, and a third time in § 120. Page 83, § 175: the number of syllabic nasals and liquids in modern German is much smaller than is here suggested. Page 86, § 182; the *e* is *not* always dropped in the superlative of derivative adjectives (*der verzwickteste*, *der gewandteste*).

Page 125, § 245: the omission of *r* in *Welt*, and the change of *r* to *l* in *Tölpel*, *murmeln*, etc., should have been mentioned here. The view expressed in the note as to the origin of uvular *r* is not generally accepted. Page 131, § 257: a reference to *Ebbe* should have been made here, and to *Kladde* in § 273; cf. *Dogge*, etc., in § 291. Page 150, § 300: such cases as *Liederchen* deserved mention. Page 152, § 307: in addition to *li*, *el* and *le* are found as diminutive endings in Upper German. Page 210, § 425: *driror* is a misprint. Page 211, § 428: for *selbdritt*, etc., Old English and Sanskrit might have been mentioned as well as Greek. Page 281, § 469: *kein* may also be regarded as derived from *dechein*. Of words the historical development of which is of interest, but which do not seem to have been treated fully in the phonology, we may mention: *Esel*, *Essig* (no reference to metathesis), *Zins* (treatment of Latin *c*), *Pfeffer* (treatment of Latin *i*), *Knoblauch*, *nun*, *Kiste*, *Pforte*, *Flaum*, *Pflaume*. There seems to be no section on popular etymology, room for which might well have been found in the chapter on word-formation. A section on gender is also needed, for the discussion of such cases as *Bibel*, *Nummer*, *Mauer*, *Fenster*, etc. It may generally be remarked that loan-words have not been treated as fully as is desirable. A map of the dialects may also be recommended for inclusion in the second edition.

Der Goldene Vogel, and Other Tales.
Edited by WALTER RIPPMMANN (Dent's Modern Language Series). Pp. 95.
1s. 4d.

We have seen rise under Professor Rippmann's hand a complete—or almost complete—school library of French books, where method, theory, and practice have each a place. Throughout the series runs a definite purpose, a certain spirit of co-ordination, almost a 'Methodik.' Now the German side is being built up in the same way, and *Der Goldene Vogel* is a fresh link in the series. It is intended to follow on the New First German Book and German Reader. It has been much

simplified, without in the least interfering with the spirit of the stories contained. We should use it ourselves before the editor's *Andersen in German*. The book contains five tales, divided into thirty sections. Corresponding to each of these are sets of exercises, and here, again, all a second-year student, properly grounded on a sound wall-picture method, can require is given in the matter of grammatical exercises (in German, of course) and word-building questions. We cannot exaggerate the importance of word-building; taken together with picture teaching of concretes, word-building is the only rational method of learning the vocabulary of a language. Most Englishmen suffer from the lack of such teaching in their own language—witness the common daily misuse of abstracts. We are therefore pleased that Professor Rippmann has not given a German-English vocabulary. Such books are, indeed, badly needed. In his preface the editor (Herausgeber is more correct) states briefly the way in which the book may be used. He has already given elsewhere his *Methodik*. May we hope that this altogether excellent book will be followed by a series of cheap, short excerpts similar to W. Osborne Brigstocke's series? We have already recommended *Der Goldene Vogel*

for use in one Public School—need we say more?

An Easy Poetry Book. W. WILLIAMSON, B.A. Methuen. Pp. 116. Crown 8vo. Price 1s.

This little book does not appear to fulfil any particular purpose. It does not profess to contain selections which cannot easily be found elsewhere, and not all of those included are suitable for the young children for whom they are intended. Tennyson's 'Break, break, break,' is too difficult 'for those whose age does not exceed twelve years'; nor can they properly appreciate love-songs. There is no attempt to arrange the poems in any kind of order. 'Faithless Sally Brown' is followed by 'The Charge of the Light Brigade,' which is succeeded in turn by Keats's 'I had a dove, and the sweet dove died,' and O. W. Holmes's 'The Spectre Pig.' Variety of this kind is not likely to promote catholicity of taste, nor is any object gained by altering the title of Browning's 'Incident of the French Camp.' There are also some careless misprints—*e.g.*, Britannia rules the waves. The chief thing in favour of this anthology is that there are no notes or explanations; the poems are left to make their own impression directly on the reader.

FROM HERE AND THERE.

OXFORD UNIVERSITY.—We notice with pleasure that at Worcester College scholarships for Modern Languages, as well as for other subjects, will be offered for competition on June 25.



BOMBAY, ELPHINSTONE COLLEGE.—The Secretary of State for India has appointed Mr. F. Storrs, B.A., of Cambridge, to be Professor of English Literature.



ENGLISH RÉPÉTITRICES.—The French Ministry of Public Instruction have recently decided that for the future the sum of £16, previously payable by English

répétitrices in French *écoles normales*, shall no longer be demanded. English *répétitrices* in these institutions will henceforth be appointed *au pair*.



We regret to announce the death of Mr. THOMAS THOMPSON, editor of the *Essex County Chronicle*, and a Fellow of the Institute of Journalists, who was a member of the Association.



DER 13. DEUTSCHE NEUPHILOLOGEN-TAG wird vom 8. bis 11. Juni, dieses Jahres in Hannover stattfinden. Die Verhandlungen beginnen mit einer Ver-

sammlung der Vertreter der zum Allgemeinen Deutschen Neuphilologen-Verbande gehörigen Vereine am Nachmittage des 8. Juni. An den übrigen Tagen werden u. a. folgende Vorträge gehalten werden: Prof. Dr. Eichler (Wien): 'Hochdeutsches Sprachgut im neugenglischen Wortschatze.' Prof. Dr. Engwer (Berlin): 'Französische Malerei und Literatur im 19. Jahrh., eine Parallele.' Prof. Baron Locella (Dresden): 'Carlo Goldoni.' Geheimrat Dr. Münch (Berlin): 'Über die Vorbildung der Lehrer der neueren Sprachen.' Dr. Panconcelli (Marnburg): 'Der Phonograph im neusprachl. Unterricht (Experimentalvortrag).' Prof. Dr. Philippsthal (Hannover): 'Taines Weltanschauung und ihre deutschen Quellen.' Prof. Pinloche (Paris): 'Französische Schülerkolonie in Deutschland.' Prof. Scheffer (Dresden): 'Phonographisches.' Prof. Dr. Schröer (Köln): 'Über Shakespeare-Übersetzungen.' Prof. Schwend (Stuttgart): 'Der Neuphilologe und die bildende Kunst.' Prof. Schweitzer

(Paris): 'Les ressources de la méthode directe.'



Herr HANS ANDRESEN announces a visit of a German theatrical company to London this spring. Among the performances will be three *matinées* of Lessing's *Minna von Barnhelm*, at the New Royalty Theatre, on May 2, 6, and 9, at special popular prices—namely, stalls 2s., other seats 1s., gallery 6d. The undertaking has the support of His Excellency the German Ambassador, and the guarantee fund which is being raised in connexion with it is under the management of Mr. P. Cohn and Dr. Frederick Rose, Assistant Educational Adviser to the London County Council. The English manager is Mr. C. F. Mayer, 13, Bedford Street, Covent Garden, W.C.



Heard at a recent French Oral Examination: Exit small boy, saying as he bowed with much dignity: 'Je suis bien charmé, Monsieur, d'avoir fait votre connaissance.' Ebahissement du Professeur.

GOOD ARTICLES.

JOURNAL OF EDUCATION, March, 1908: Through Composition to Literature (Constance Fox); Shakespeare's School (A. F. Leach).

SCHOOL WORLD, March, 1908: English Teaching in Junior Forms (W. H. S. Jones and F. G. Blandford); two letters on The Oral Method (?) and the Reform Method.

EDUCATIONAL TIMES, March, 1908: Private Initiative in Education in the North of Europe (J. S. Thornton); The Training of Teachers (J. O. Bevan); Suggestions from America for English Educationists (F. Charles).

SCHOOL, March, 1908: Problems of the Secondary Day-School—II. The Parent (J. L. Paton).

The A. M. A., February, 1908: Should Secondary Teachers be Civil Servants? (M. E. Sadler).

LES LANGUES MODERNES, March, 1908; L'Enseignement du Langage (E. Bailly): Le recul du Français dans les Lycées allemands (Dr. Feist).

DIE NEUEREN SPRACHEN, February, 1908: Die Muttersprache im Fremdsprachlichen Unterricht—VI. (H. Büttner).

BOLLETTINO DI FILOLOGIA MODERNA, February, 1908: La fonotografia applicata all'insegnamento delle lingue moderne (G. Panconcelli-Calzia).

MODERNA SPRÅK (we welcome the reappearance of this contemporary, which for a time seemed to be under a cloud. It is edited by E. Rodhe, assisted by C. S. Fearenside, C. Polack, and E. A. Meyer). January, 1908: Remarks on the Use of the Reflexive Pronouns in Modern English (C. O. Koch). February, 1908: La Loi des trois Consonnes (F. P. Leray).

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 4

JUNE, 1908

DISCUSSION COLUMN.

WHAT IS THE BEST METHOD OF PUBLIC EXAMINATION AND INSPECTION?

CONTRIBUTIONS for this column should be sent within a fortnight of the date of issue of this number of MODERN LANGUAGE TEACHING to Mr. F. B. Kirkman, 19, Dartmouth Park Hill, London, W.

III.

MR. G. W. SAMSON

(*Aston Grammar School*).

THE question of examinations is one which no teacher can afford to disregard, whatever his opinion of their real necessity and advisability may be. In the entirely perfect state of things, which, with human nature as at present constituted, we cannot hope to attain, they would be superfluous and harmful. The teacher would then be able to certify the proficiency of his scholars without recourse to any external agency. But at present this is neither possible nor desirable. All teachers are not efficient or conscientious enough either to estimate rightly the standard at which their pupils should have arrived in order to gain a certificate, or to decide impartially should they know the standard. When it becomes a question of either

allowing unfit candidates to pass, or exposing oneself to the charge of incapacity as a teacher, the decision is apt to be in favour of lowering the standard.

The only object of an external examination can be to standardize the work of pupils and test their proficiency. Its influence on methods should necessarily only be indirect, in that it should form a test of real knowledge, not of useless cram. One of the great difficulties in examinations, and one that is too seldom regarded, is that two persons have to be considered—the examinee and his teacher. It should be the duty of the latter to teach his subject, not to prepare for the examination. If all teachers were conscientious and straightforward in their work the difficulties of the examiner would be less. Unfortunately there are certain types of question which can be answered better by one who has specially prepared the

answers to them than by another with a much better knowledge of the language who has not. Such are the questions of the old, and I hope extinct, type on irregular feminines, plurals, etc. It was not so much that the question in itself as a test of knowledge was necessarily bad, as that it gave a great advantage to the teacher who taught with one eye on the examination. Therefore, bearing in mind that some teachers are weak, the examiner should endeavour to frame his examination so that a sound knowledge of the language will alone enable a candidate to pass. Now, it seems to me that many of the questions which are set, presumably to ensure the pupil having been taught on Reform Methods, do nothing of the sort, and, indeed, may easily lend themselves to the same abuses in the way of cramming as the old ones. The writing of a passage in phonetic script does not necessarily imply an ability to pronounce correctly; it simply shows, in all probability, that the pupil has done the same thing before. The same applies to the framing of answers to questions, and of questions to answers. Though a pupil who has been taught on good methods finds no difficulty in such exercises, it would be quite possible for one who had done no oral work at all to answer equally well.

In my opinion, the only real and satisfactory tests of knowledge of the written language are translation into, and from, the language. These are the only things that afford a satisfactory standard of comparison, in that the test is exactly the same for every student taking that examination. This is, of course, always supposing that the passages set have been well chosen so as to contain no eccentricities of vocabulary which may favour one student as against another. It is useless to contend that anyone who cannot translate straightforward French into English, and straightforward English into French, knows any French. I should be pleased to substitute free composition for the passage of translation from the native language if I were convinced that the test

were always an equal one. But, at all events in dealing with boys about or younger than sixteen, I am convinced that the capacity for original composition on any subject, even in their own language, varies so enormously that I do not think the test is a sufficiently fair one. I have less to object to the allowance of free composition as an alternative to translation, though here one always finds a difficulty with the candidate who is evidently trying to turn out his allotted number of words without betraying himself.

If the above two parts of the examination are properly chosen I do not see any reason for including anything else on the paper, except as a means of distinguishing the better candidates from one another. If this is desirable then questions on points of grammar of some difficulty, and some harder phrases or sentences for translation might be set, but a candidate who would otherwise have failed should not be allowed to pass because he betrayed a knowledge of knotty points of grammar or idioms, after failing in more elementary work.

With regard to the conversational test, I should like to see it made compulsory in all modern language examinations. It is absurd that a candidate should get no credit at all for half the work that he has done. And it should be effective and not ridiculous. That is to say, a candidate should not be allowed to pass in a language who is unable to read five words without bad mistakes, or to write down five words from dictation. It should always be borne in mind that the object of the oral examination should be to test the ability of the candidate to frame sentences with some fluency and to pronounce correctly. For this purpose, at all events in the lower examinations, the conversation should be confined either to a set book or to an easy piece of unseen. If the candidate had to deal with a picture or pictures he did not know, or with a general topic of conversation which he had never had before, it might place him at a serious disadvantage.

The question of dictation is a difficult

one, for so much depends on the articulation of the person who gives the dictation. It is difficult to see how it would be possible to choose examiners in dictation; but the pronunciation of different persons might quite conceivably cause a fluctuation of 25 per cent. in the marks obtained by the candidates. I do not know whether this question is ever considered by those boards who appoint examiners, but the difficulty is by no means an imaginary one.

The multiplicity of examinations at the present day is an evil in that there is a tendency of one body to outbid another by lowering the standard and so giving a greater number of passes. At present the boy usually stays on longer at school than he did, and I think one examination at about the age of sixteen is all that is necessary. An external examination is always a disturbing element, and it is better for the schoolboy that he should not be pulled up by the roots and investigated more often than is necessary. One of the great objections to the Junior Examinations is that if a boy is not going to take any other examination before he leaves, he is inclined to slack off after passing.

With regard to inspection, I am in favour of it if it is useful. If the inspector knows what he is talking about, and is competent to form a judgment on what he sees, he can be very useful. If, on the other hand, inspection is to mean the introduction of more red tape, the imposition of ill-digested methods on the teacher, together with a constant change of those methods at the whim of the inspector, it will do much harm. It should be the function of MODERN LANGUAGE TEACHING to prevent any hampering of the teacher's efficiency, and to use its influence to see that no one is appointed to examine or inspect school teaching who has not had considerable experience as a practical teacher in a school.

IV.

MR. HAROLD W. ATKINSON.

The importance of the subject chosen for the discussion column is sufficiently manifest. The italics, which urge members not to wait to be invited to contribute, are sufficiently prominent to overcome any scruples that might otherwise induce a member to hide his farthing rush-light under a bushel.

The existing multiplicity of examining and inspecting bodies has probably both advantages and disadvantages, the former likely to be permanent and the latter transitory. So long as the multiplicity persists it can hardly fail to lead to inefficiency in teaching owing to the effects on the schools of the variety of methods and standards of the inspections and examinations. On the other hand, it is fairly certain that such a multiplicity as now exists cannot continue much longer. Competition, and the recognition of the merits of the more competent bodies must lead to the elimination of the weaker ones, and this competition will consequently have led to the establishment of the type most suited to the requirements of the times. A further cause that will lead to the elimination of some of these rival bodies is the fact that it will become each year less necessary to advertise schools by the number of passes in certain of these exams. The schools will be recognized as efficient, and that will be sufficient advertisement for the type of school that is springing up at the present time. There will be an increasing tendency to confine examinations to the serving of some definite purpose other than advertisement. Leaving certificates of two or possibly more standards will probably be the main type of the examinations in the near future. But in the development of this type of exam. there is little doubt that the varying standards of the exams. that now exist will have played a useful part, in showing what such exams. should not be, and also by having given free play to initiative in the devising of methods of

examination, the better of which will survive. The same will be true also of inspection. The present multiplicity of bodies for these purposes means a lack of unity in aim among teachers, inasmuch as they have to consider, not so much what is the best method of arriving at certain results in education as results in inspections. We cannot consider that a system of education confers on a teacher that liberty which is essential to success so long as that liberty is limited by the necessity of adapting the teaching to the particular examination or inspection to which the pupil has to be subjected. Such a limitation of the teacher's liberty occurs more particularly, perhaps, in connexion with the less advanced examinations. In such it is necessary to limit the matter to varying extents, and in consequence the examining bodies have to choose what matter they consider should be included in each standard of exam. The teacher must so arrange his method of instruction as to include that required for the exam., though he would possibly, for other reasons, have preferred to take his matter in a different order, and defer to later stages portions of it which the exam. for which he has to prepare his pupils includes in the earlier stages. Such exams., then, by their very nature, impose to some extent on the teacher the general lines of method that he must adopt. It seems hardly feasible to set alternative papers suited to the methods of different teachers. The difficulty of equating the results of such parallel papers is too great. It is, indeed, doubtful whether it can really be overcome sufficiently to ensure fair results to the pupils of different methods. The only way out of this difficulty, that such exams. do impose to some extent certain methods on the teachers, seems to be to abolish the exams. In other words, public exams., by the results of which the standards of pupils from different schools enter into comparison with one another, should not exist for the lower or earlier stages of instruction. Public exams. should test

results, not methods, except in so far as these are tested indirectly by their results, while the exams. of junior classes should aim less at testing results in themselves, as judged by any generally preconceived standard, than at testing how far the individual teacher's aims for that particular stage of instruction have been attained. This is best done by internal exams. conducted either by the teacher himself or, in such cases as it may be preferred, by a colleague who understands fully the aims that the teacher has had in view. The final aims of several teachers may be identical, though the methods they adopt and the particular knowledge they consider it advisable to impart in any particular stage of the instruction may be very different. For we must not forget that though methods vary in their efficiency, variations in their details of working out are generally less important than the skill of the teachers.

From this point of view such exams. as the Preliminary and the Junior Locals should be abolished as being injurious to the best interests of education. Nor does it seem advisable to lay down any very definite standards of attainment that should be exacted at any particular stage of education in the junior classes. In the upper classes standards may well be more or less definite, but the stages by which those standards are to be reached may well vary with the different views and details of method of the different teachers. If I wish to go from London to Edinburgh, I should probably be regarded as a lunatic if I made Brighton the first stage in my journey. But I should consider myself entitled to enjoy the liberty of deciding whether Crewe, Doncaster, or Derby should be the end of my first stage. Nor, I think, would any reasonable person grumble at which route I took, provided I arrived at Edinburgh at the time required.

Passing now to the consideration of the best methods of testing a pupil's knowledge of the language, it is clear that, as the headings suggested point out, there are two branches of knowledge to be tested,

each with its two sub-branches. These are: Written language (understanding and writing), spoken language (understanding and speaking). For testing the understanding of the written language nothing seems more suitable than translation. We have to test how far the pupil is capable of assimilating the ideas expressed in the language, and devise some means by which he can make clear to the examiner how far he can do this. This means that he must by some means convey to the examiner these ideas in a form that differs from that in which they are presented to him. This practically limits us to two methods. The reproduction of the ideas in their new form must either be in the mother-tongue or in the foreign one. Now, the latter method is not necessarily a test of his power of understanding the language, but involves the power of writing or at least of speaking it. Many a man who can understand a foreign printed work with fair facility would be utterly incapable of reproducing the ideas of the book in another form in the foreign language. We seem, therefore, to have nothing left but translation. To produce a *précis* of it is not equivalent. A *précis* cannot contain all the details of the original, and consequently some parts must be omitted. The examiner cannot tell whether such parts have been omitted because they were considered by the candidate as unnecessary details, or because he did not understand the foreign word or phrase in which they were expressed.

It is, of course, clear that the discussion of the use of translation for this purpose is something very different from the discussion of its use for purposes of teaching, though at certain points the two cases overlap.

Similar considerations seem to lead us to the use of translation as the best test in writing the language. Free composition, for which the subject heading only is given, has the disadvantage that the candidates are not being tested on an equal footing. Their success depends so much on their power of essay-writing and

thought or knowledge concerning the subject. A pupil who is proficient so far as his knowledge of the language goes may easily be handicapped by lack of a sufficient basis of material for a free composition on the subject or subjects set. I do not think that the use of translation in examinations is open to the objections that are raised against it in its use in the process of instruction. A pupil who has been carefully trained will not look upon the piece of English given him to translate as a mass of English *words* which are to be turned into French ones, but rather as a group of *ideas* which are to be reproduced in French. Probably most of us have experienced the feeling that sometimes occurs when reading a series of extracts or short references to a subject in different languages—the feeling of doubt as to what language we have been reading last. This means that the ideas have entered the mind without our being conscious of the language that has been the medium for conveying them. It is therefore possible, I conceive, for a well-trained pupil to get the ideas into his mind through English, hold them in his mind as ideas, and then produce them in the required foreign language. These considerations point to a solution which will avoid the disadvantages both of pure translation and of free composition of the kind referred to above. A compromise between the two can be effected by supplying the material, not merely the heading, for a free composition. The method adopted in some examinations, of reading to the candidates a suitable passage, and then providing each of them with a summary of the chief points of it, combines the advantages and avoids the difficulties of each method.

The use of short sentences for translation into the foreign language is on rather a different footing, as in the case of such there would probably be a more conscious feeling of actual translation, not necessarily of word for word translation, but the feeling of producing the equivalent in the foreign language. There would be, that

is, a more conscious comparison of the one language with the other. This is, however, I fear, almost unavoidable in the case of such matter as would in most cases be introduced in such sentences in upper standard examinations, which is the class of examination I have in view, having by my previous arguments eliminated lower standard public examinations from our schemes. Should such lower exams. have to continue, I should prefer in them to test such knowledge, as is often tested by short sentences, by such methods as reproducing a given passage in changed tenses or genders, etc. I feel that in the upper standards it is necessary to test the knowledge of idioms, peculiarities of construction, etc., and this can only be done by some method which forces the pupils to tackle them.

But on the whole these are, perhaps, better tested by the incorporation of such points in longer translations. When special sentences are set for this purpose, the pupil has his attention drawn to the fact that there is probably something catchy, and he is put on his guard.

The value of dictation is, in my opinion, less than it is often supposed to be. So long as there was no regular oral test, dictation served a purpose, as it did to some extent test the pupil's power to recognize the foreign words when uttered. When, however, there is an oral test the value of dictation is, I think, but small. Dictation tests various things—power of recognition of the spoken words, power to write these in correct grammar, quality of handwriting, knowledge of punctuation in the foreign language. The first of these is tested in the oral examination, the second in the written papers; the third we do not want to test in a foreign language as apart from any other language (except in the case of, say, German script, and this is tested in the written papers with equal adequacy), and the punctuation is also tested with equal or greater completeness in the written papers. Thus it appears that there is really no further purpose for dictation, now that an oral test forms a

regular part of every properly conducted examination.

Probably one of the points that will show most difference of opinion in this discussion is the one which deals with the use of grammar questions. I should distinguish between the facts of grammar and the aids to grammar. I believe all will be agreed that a knowledge of grammatical terminology and formal accidence is necessary for a proper study of a language, though there would be differences as to the amount of these that should be introduced at any particular stage of instruction. I should not strongly object, therefore, to the introduction of questions, such as, 'Give the third person singular of *prendre*,' though at the same time in lower standards I should prefer to test such a point by requiring its use in a sentence, or by conversion from another form of the verb in a given passage. The other two types of question suggested—'Give examples to illustrate the use of' and 'Give the rule for'—I should bar. These are questions which are best answered by pupils who have been prepared for them, and prepared by a system which tends to make the aids to grammar more prominent than the facts. Many rules may be valuable temporary aids in learning a language, but the sooner the pupil can forget them and work correctly without them, the sooner he will acquire a real power in the use of the language. Nor is the power to give examples to illustrate the use of certain things at all the same as the power to use these forms unconsciously when need arises. We must all know the multiplication table, and we must know how to deal with division of decimals. But we do not want to be able to reel off the rule for division of decimals. It is the function of the examiner, not of the examinee, to provide examples that illustrate the use of things.

We now turn to the tests of ability to deal with the spoken language. It will be convenient to take the headings 6, 7, and 8 in reverse order. I think that a separate test for pronunciation, apart from the

conversation, is of advantage to the examiner rather than to the examination. What we want to test is the pupil's pronunciation as he would use it when speaking. If he has a passage to read, he can concentrate his attention on the pronunciation more than when he has at the same time to be thinking what he is saying in answer to some question. But this more careful pronunciation is not necessarily the same as he would use in ordinary speech to a foreigner, and this latter is what we really want to test. That is, we want to find out how far his pronunciation has become an unconscious habit, not a matter still of conscious effort. This latter we get best from his answers to questions, or from such other methods as are employed in the conversation test. To the examiner it has the advantage that he can likewise concentrate his attention more completely on the candidate's pronunciation. This advantage has, however, far less value in actual fact than it appears to have in theory. I think that the examiner can follow the pronunciation at the same time as the other matters that he has to observe in the course of the conversation. The reading test gives, it is true, the opportunity of testing the candidate's power of reading and understanding a passage at sight. His intonations, etc., will show how far he is merely reading a series of words, and how far he is reading and at the same time understanding the passage. This, however, is really fairly well tested in the conversation if some of the examiner's questions or remarks are of a fair length. I think that the same remarks answer fairly completely the question as to whether there should be a test, independent of the conversation, for testing ability to speak the language. To ask a candidate to give a précis of a passage read to him calls into play other faculties than the mere speaking of the language. It is largely a matter of memory, which is quite different from the power to use the language to express thoughts arising in the speaker's mind.

When we come to the various methods

that may be used for the conversation test, we shall, I think, find a difference of opinion. The alternatives suggested are—(a) on a set book, (b) on an unseen passage read by the candidate, (c) on general topics, (d) on pictures given to the candidate. Now, (a) has the drawback that it lends itself to special preparation, (b) that it is largely dependent on the memory power; a candidate with a memory like Macaulay's would make a far more creditable show than one with a less gifted memory, though the latter might have a greater knowledge of the language; (c) has the drawback that it is very hard work for the examiner to find a sufficient number of different topics suitable for the occasion, especially when there are many candidates to examine at the same centre; (d) has the drawback that the description of a picture is an art that depends largely on the amount of practice that the pupils have had in it.

What, then, are we to do if all these methods have their drawbacks? I think the solution of the difficulty lies in it being understood that no one method need necessarily be adhered to, to the exclusion of the others. The conversation test is probably the most difficult part of a modern language examination from the examiner's point of view. He must try to give each candidate the best opportunity possible of showing his power of speech, and this depends largely in finding some topic which enlists the candidate's interest. Even if in any examination there is a general principle adopted as to the use of any one of the methods suggested, the examiner should be at liberty to depart from it in the case of any candidates whose knowledge he seems better able to elicit by some other method or combination of methods. A combination of the picture method and general topics arising out of the picture or otherwise offers a chance of good results.

The set-book method has advantages, however, which cannot be overlooked. If a considerable portion of the book, say 75 or 100 pages, is taken, the possibilities

of special preparation of answers to questions that the examiner may be expected to put are almost entirely eliminated. This method has, moreover, the decided advantage that the teachers would be encouraged to base their oral work on the set book, and the advantages of this as against unsystematic 'conversation lessons' hardly need insisting on here. The examiner has an almost unlimited supply of questions, and of questions which involve the use of a vocabulary with which the candidates have had an opportunity of becoming acquainted. It must always be remembered that the object of an oral examination is not merely to test the extent of the candidates' vocabulary, but to test their power of ready application of such grammatical structure and idiom of the language as may fairly be expected at their stage of instruction.

The constituent parts of the examination, then, should be translation, probably in both directions, of unseen passages. In these tests comparatively short passages, involving different styles and varying vocabularies, are preferable to longer pieces in a uniform style and involving less variety of vocabulary. There should also be some free composition, for which the material is provided. In the estimate of the value of the free composition, account should be taken not only of absolute accuracy in the more elementary facts of the language, but also of the knowledge that the candidate shows of the more advanced facts and constructions. In saying this I do not mean to suggest that accuracy is of minor importance, but rather that a paper which has avoided difficulties, and is accurate in the forms and constructions used, should not count as of more value than, or even of equal value with, one in which there is accuracy in the elements and which at the same time includes the use of difficult constructions and idioms, even though there be some errors in these. My point is that the latter class of paper shows more real knowledge of the language and ability to deal

with a larger range of thought than the former. Such free composition papers can only be marked by impression.

The other constituent parts of the examination will be the oral tests, the character of which I have indicated above. I should be inclined to assign equal values to each of these three sections. When the marks assigned to oral work are comparatively low, there is a tendency for some candidates—or shall we say for some teachers?—still to neglect the oral work, in the hope that good work in the other sections will counterbalance deficiencies in this part.

We now approach the question of inspection. The bodies that send out the inspectors are of less importance than the inspectors sent out, but, generally speaking, these bodies should preferably be connected with or form part of the Universities, in which term I include the newer Universities. The correlation between the lower and higher stages of education would be thus better developed and maintained than is likely to be the case when the inspection is in the hands of entirely independent bodies. It must, of course, be understood that the interests of the schools are not to be sacrificed to those of the Universities. The frequency of the inspections would depend on the apparent need in each case of inspections to control, or rather aid, the progress of the subjects in the schools. Some schools might advantageously be inspected more frequently than others, and I do not think that any fixed rule of frequency could well be laid down. Probably in many cases once a year would be amply sufficient. A change of teacher would in some cases probably necessitate more frequent inspection, or an extra inspection to see that the standard of the teaching was not falling off under the new teacher.

The aim of the inspection should not be so much to insist on details of method as general lines of procedure. The teachers should be left as much freedom as possible consistent with the attainment of good results. The inspector's function should

be rather that of consultant and critic than of examiner and grumbler. His attitude should be rather that of finding out the good points of the teaching without shutting his eyes to the less good than of grumbling at the less good without seeing the good. In this way the general improvement of teaching will be more likely to benefit. For it must not be forgotten that the inspector can learn from the teachers as well as the teachers from the inspector, and the inspector can act as a missionary, if we may so put it, in disseminating valuable points that he has observed in any schools that he has visited. If his observations could be differentiated chronologically, they should be first results and then methods rather than the reverse. He will then retain a more open mind in estimating the value of the instruction, will command greater confidence among the teachers whom he meets, will encourage initiative in individual teachers, and generally render his work more serviceable to the interests of education.

Probably the qualifications of inspectors suggested by the various contributors to this discussion will be very similar. The first essential is that he should have had a fairly extended teaching experience himself. He must himself have been face to face with the difficulties of teaching before his comments of the work of others can carry any weight. If he has taught in different schools and on different methods his experience will be all the more valuable, and he will be all the more likely to retain an open mind for observing improvements of methods and results. He must remain a man, and not aspire to be a superman. He must have, too, a pleasant tactful manner calculated to set at ease the pupils as well as the teachers. Whatever he may observe that seems worthy of adverse comment, he should avoid doing or saying anything to, or in the presence of, the class that would in any way undermine the pupil's confidence in their teacher; while any unobtrusive remark that might tend to increase this would not be out of place. When, how-

ever, the time comes for comments either in his report or in conversation with the headmaster or teachers, he should say openly what he thinks. If the inspection is carried out in the right way, I do not think that any teacher resents, but rather that he welcomes, a fair and candid criticism. He must at the same time be quite ready to recognize any difficulties with which the teachers have to deal. To be able to realize these is one of his most necessary qualifications; for the conditions and difficulties of different schools, or of the same school at different times, vary so much, and at any time he may meet with conditions that have not previously come under his notice. Another point which may be worth mentioning is that, inasmuch as his visits should be as unobtrusive as possible, he should only in exceptional cases expect the regular course of the school routine to be altered for his visit.

Certain of these recommendations with respect to inspectors apply, *mutatis mutandis*, to examiners. The chief point for the examiner to bear in mind is that his function is to discover how much the examinees know, not to show how much more he knows.

As these remarks have already run to some considerable length, I will not prolong them by developing a peroration.

V.

MR. G. F. BRIDGE.

The question whether examining bodies have the right to impose, by the character of the papers they set, a particular method on the schools appears to me to involve a *suggestio falsi*. Do examining bodies claim any such right? I have never myself seen or heard any such pretensions put forward. Examining bodies are, from one point of view, business concerns; and they, or at least some of them, are probably prepared to supply any article for which there is a sufficient demand. There is such keen competition amongst them that it is difficult to believe

that none could be found willing to stock a new type of examination paper, were there likely to be an adequate number of customers. Most of them have altered the style of their questions considerably within recent years, and probably would be ready to alter them still further. When teachers rail against the tyranny of examining bodies, one is rather reminded of ladies complaining of the tyranny of dressmakers. Surely the consumers of an article are always in a position to make their influence effectively felt on the producers. The difficulty is that the teaching of modern languages being in an experimental and transitional condition, every kind of examination paper is in request, from papers of the old London Matriculation type to those of the type exemplified in Professor Adamson's *Practice of Instruction*. And as each school has its own method of teaching, it ought to have its own method of examination. How far the system of providing an individual examination for each school is practically possible, regard being had to the present financial condition of secondary schools, is too involved a question to discuss here; but experience seems to show that the problem is not insoluble, especially with schools which possess, what every school ought to possess—namely, a typewriter and a skilled operator. Given the desirability of a system of individual examination, it follows that inspection and examination should be closely allied, and that the former should invariably precede the latter. Examining bodies should also be the inspecting bodies; they would not thereby cease to influence methods, but they would influence them in a better way than they do at present. A body which both inspects and examines ought unhesitatingly to condemn any methods proved by experience to be bad, or which are evidently merely the refuge of incompetence or laziness, and refuse to examine any school which persists in using them; but it ought to be willing to test the efficacy of any new plans for giving a training in modern languages.

In the stage at which things are at present, experimentation needs encouragement, and it is certainly a weakness in our present system of examination that it discourages the trying of experiments.

In discussing this question there are two points which are often forgotten. The first is that some one must settle what methods the modern language teachers are to employ. There are a large number of schools in which neither the principal nor any of the staff is competent to do this. Sometimes it is a text-book which dictates the system of instruction; sometimes a teacher, ignorant of the principles underlying modern methods, essays to use them after some fashion of his own invention—with disastrous results. Examinations perform a useful function in preventing many teachers of this type from indulging their own whims. A generation hence, when all teachers of modern languages are well instructed and well trained, all may perhaps be allowed to go their own way.

The second point is that the present system of general examinations serves a useful purpose in providing a standard at which schools can aim, and by which they can judge themselves. Such a standard ought to exist for each class of school. Under a system of individual examination of schools, it would devolve upon the inspectors to maintain a conception of this standard in their own minds, and to show schools where, if anywhere, they fell short of it. The duties of the inspectors would become more extensive and more difficult, and I cannot therefore agree with Mr. Brigstocke's suggestion that the junior inspectors should be actual teachers, given a year's leave of absence in order to inspect schools. No doubt the teachers would benefit by seeing schools other than their own, but the institutions inspected by them would probably benefit considerably less. A plan which would prevent any junior inspector from ever obtaining more than a few months' experience does not seem very hopeful. It reminds one a little of certain excessively democratic constitutions

under which no magistrate was allowed to hold office for more than a month, lest he should become too powerful. One wonders whether it is not a subtle device of Mr. Brigstocke's for drawing the teeth of the inspectorate. Certainly nothing could be better calculated to destroy its authority and its usefulness.

I venture to add a few words on a matter which was not included in the syllabus which accompanied the announcement of the discussion, and that is examinations in books read in class. The omission was a curious one, for modern language teachers, to judge from the tone of the general meeting, seem agreed that a comprehension and appreciation of literature should be one of the chief aims of linguistic instruction, and if it is to be so, the question of how that comprehension and appreciation is to be tested assumes importance. If boys and girls are to read books, they must be examined in books, for nothing is more certain than that any subject, or branch of a subject, which is exempt from examination, will be neglected. It will not do to say that the reading of books is only a means of acquiring a knowledge of the language, and that there are other and sufficient means of testing that knowledge. The book is not merely a means; it is, or it ought to be, an end in itself. The classical boy reads, or ought to read, Thucydides, not merely to learn Greek, but to study history and politics; and the French pupil ought to read the *Contrat Social*, not solely to learn French, but also to become acquainted with a remarkable phase of human thought which produced the most momentous event in modern history. The greatest danger which lies ahead is that, under our present system of education by specialists working in watertight compartments, language teachers will regard linguistic instruction in the narrower sense as the only thing with which they are concerned, and will forget that ideas and information are more important than language, which exists merely for the purpose of conveying ideas

and information from one mind to another. In the highest forms at least an examination in the contents of the books read should be regarded as being as necessary as an examination in their verbal and superficial meaning. It is impossible at the end of a brief article to consider at length how this should be done, and perhaps it would serve no useful purpose to do so, for there are many ways by which the end sought can be attained, and every examiner would probably have his own methods. I wish only to emphasize the importance of a point which is now generally neglected.

VI.

MR. H. S. BERESFORD WEBB.

The observations I propose making with regard to Modern Language examinations are the result of a familiarity of many years with the inner working and methods of conducting such examinations, held by various public bodies and under a variety of conditions.

It is very much the fashion to abuse these necessary tests, and though, for reasons which do not require recapitulation, I should be far from asserting that the best candidates always come out at the top, and the worst at the other end, there can be little doubt that they go a long way towards separating the sheep from the goats; they act as a stimulus both to teacher and pupil, and are absolutely indispensable, in some form or another, for the purpose of filling up appointments, admitting to higher grades, and for many other objects.

There has recently been a lengthy discussion in your columns on the value of translation, but whether it is beneficial to the study of a language or not, as long as examinations exist, translation will have to be taught and practised—at any rate in the middle forms of schools. No one has suggested, and it is hardly possible to do so, any efficient substitute—at most not more than a modification. Since the introduction of the Reform Method a portion

of the time formerly allotted to it has been set apart for oral work. It is therefore only natural that it has suffered considerably. Mr. Brigstocke's suggestion, to require the reproduction, rather than the translation, of a long passage, is theoretically sound, but would have in practice many drawbacks. It would lengthen many papers already of ample proportions, and would be difficult to mark with any fairness. Another suggestion—that a passage should be read out in the foreign language and written down from memory—would also be a capital test, but equally impracticable, for obvious reasons, except in private examinations. In marking translations from the foreign language, especially in advanced work, credit should always be given for a good English style, so long as no essential points are missed.

Dictation is a good test, particularly in French, but too high marks should not be awarded to it, as here the personality of the examiner—his more or less distinct utterance—comes in, besides considerations of acoustics and the acute or dull sense of hearing in the candidates.

In intermediate or higher examinations an original essay is generally admitted, and usually with satisfactory results. For the most part, it can hardly be marked by any other than the 'impression' system; therefore too high marks should not be allotted to it.

The Scotch Education Department has for some years past adopted the plan of having a short story read out in English by the superintendent at each centre or school, to be reproduced from memory in French or German by the candidate. This has the advantage of giving him or her some material to work upon, limits the range of his treatment, and being easier to mark with fairness, is satisfactory to the conscientious examiner. There are many, no doubt, who would give the preference to an original composition, as giving more scope for the intelligence and imagination of the candidate, but as the composition from a passage read out has held its ground for many years, it evidently meets

with the approval of those most concerned.

The oral test, which is unfortunately not always practicable, and, where it is, is not always taken advantage of—possibly in many cases owing to the expense—has of late years been introduced into many public examinations. It has its advantages and its drawbacks. Besides being a test of the year's work, it is useful to the examinee as an inducement to try to express himself accurately in the language, and perhaps supplies him with a certain amount of assurance, when he comes to converse with natives. Its drawbacks, besides those referred to by Mr. Brigstocke, are the variety of methods adopted by different examiners and the ideals they keep before them in marking the results. It should in any case be the endeavour of the examiner to put his interlocutor as much at his ease as possible by introducing his conversation by simple remarks or questions—for nervousness is, unfortunately, by no means a negligible quantity in the examinee, though it is not always the self-complacent candidate who enters with a jaunty air, saying: 'Guten Morgen, mein Herr. Wie geht es Ihnen heute?' who acquits himself best in the end. As to the best way of conducting the conversational part of the viva voce in the short space of time it is possible to set apart for the purpose, so that the larger share of talk falls on the examinee and not on the examiner, systems and opinions must necessarily greatly vary. I should be sorry to cast my vote in favour of any particular method. In practice I have myself generally obtained good results from discussing some imaginary incident, such as a street accident, an excursion, or a means of locomotion, the only difficulty being the lack of imaginative faculty in the candidates.

Considering that oral examinations in modern languages are more or less in their infancy, I feel sure that your correspondents' views on the subject would be welcome, both to teachers and examiners.

One point only remains for me to touch upon; that is, the treatment of grammar

in examinations. Since the introduction of the direct method there has been a tendency to diminish the severity of this test. This is unfortunate, especially as regards German. To me it has always seemed an error to assume that what was applicable to the study of French was necessarily so in the case of German. French, being the 'predominant partner,' has had most consideration in the matter, German being obliged to accommodate itself. Owing to the highly inflectional nature of the latter language, any discouragement of the study of its grammar is to be deprecated. If not mastered at school, it is not likely to be elsewhere. I do not, of course, allude to the learning by rote of long lists or paradigms, but to constant practice and the necessity of the teacher insisting on correct grammatical forms and constructions in whatever the pupil says or writes. Nor do I advocate the setting of questions on grammatical subtleties, such as the plural of *blanc-seing*, the genders of *Ohm* and *Schwulst*, etc., but otherwise excellent compositions or translations from the foreign language, which teem with faults in elementary accidence, are of only too frequent occurrence. The same remark applies to the oral test, though perhaps nervousness and want of practice account for much.

I trust that in the above remarks, extended far beyond what I originally contemplated, I have not appeared to be too dogmatic. Such was remote from my intention. No one will welcome more than myself the views of other examiners on the subject. My only object was to jot down a few observations which have occurred to me from time to time, when marking papers or conducting orals.

Since writing the above, I notice that the Committee on Modern Language Teaching in Secondary Schools ascribes the infrequent adoption of the reform method to the 'pernicious influence of external examinations.' If by this the Committee mean to imply that most examinations are not up to date, and should be adapted to the new method, I can only

say, without entering into a discussion on the respective merits of the old and the new, that many examining bodies have much modified the form of their papers of late years, that some I could mention are apparently constructed to suit the reformers, and that with the improvement in grammar teaching alluded to above, those apparently taught in this way (for from internal evidence this can generally be assumed by the examiner) can acquit themselves with great credit in such examinations as the Cambridge Locals.

The following revised regulations for 1908, issued by the Oxford and Cambridge Joint Board, will be of interest, as they mark a new departure :

LOWER CERTIFICATE.

The regulations for the examination in French Grammar and Composition have been revised in order to meet a demand for two alternative forms suitable respectively for, A, candidates taught on the Direct Method, and, B, those taught by the Translation Method.

Translation will be omitted from the A form of this paper.

In both forms direct questions on grammar will be avoided, and the forms will be as follows :

A. Direct Method.

I. Questions in French, of the type common in Reform text-books, requiring the *application* of a sound elementary knowledge of grammar, idiom and vocabulary.

II. Free Composition.

B. Translation Method.

I. English sentences for translation into French requiring the *application* of an elementary knowledge, as in A I.

II. Continuous Prose Translation into French.

C. As the distinction between the two methods here made does not correspond to the practice of all schools, and as the Board is averse to hindering in any way the free development of linguistic method, candidates taking the B form will be allowed to substitute A II. for B II.,

i.e., Free Composition for Continuous Prose Translation. The same standard of attainment will be exacted in both.

Candidates will be expected to satisfy the examiners in each part of the form of examination that they select.

- A.
I. French Questions.
II. Free Composition.

B.
Sentence Translation.
Continuous Translation from
English into French.

- C.
Sentence Translation.
Free Composition.

The above alternatives will be printed on the same paper.

- III. Unprepared Translation from French.
IV. Dictation.

In addition to the above, the examination will consist, as heretofore, of Unprepared Translation from French and Dictation.

The following table will show the changes at a glance :

STRAYING.

A CONFESSION.

I WAS once present at a meeting of an association at which two members had to be appointed to audit the accounts. Walking home with one of them, I asked him: 'Do you know book-keeping?' 'No,' he replied, 'I've never learnt book-keeping'; then added reflectively: 'But I have taught it!' I was once asked myself to learn Spanish in the holidays in order to teach it the next term! I did so too—taught it, I mean. Queer results are sure to follow when a man is told off to teach some unaccustomed subject. I once knew a man who held the theory that it was then a master did his best teaching; for, he argued, he is in the first place more interested, being engaged for the time being in learning the subject, and in the second place the difficulties of the subject are more vividly present to his mind. The thought occurs that the difficulties might be too vividly present to his mind; but I shall not attempt to prove my friend's logic fallacious, logic being a subject that I have not even taught.

Such adventurous work may have a charm of its own; yet it was with no bounding of the heart that I heard I had to take a form once a week in English. Not that I don't know English; I could talk to a class in my own way about the

adventures of Viola or Falstaff—though it would be rash of me to promise that they would pass any examination afterwards. But, according to the Time Table, I was to teach 'parsing and analysis'; and although I know something even about parsing and analysis, I don't know much, and I could easily foresee the possibility of meeting a class that might know more. There are things in parsing that have always puzzled me, and I could not be expected to enjoy the prospect of some boy, taught by a better master than myself, explaining them, to my discomfiture.

Fortunately, I knew these boys already. For about two years they had been learning German from me. I had made their acquaintance, so to speak, in German, and all our intercourse so far had been in German, for we had adhered strictly to the principles of the Direct Method. Looking back to the occasions when I had met a boy's outburst of English with the calm statement that I was German—born in Frankfort, as I solemnly assured them, much to their amusement—there was even something pleasant in the prospect of at last exchanging thought with them in their own language.

In the German class there had, of course, been a good deal of talk about

Hauptsätze and *Nebensätze*, and so on ; so when we began to do some analysis we found it quite natural to turn to German for examples or illustrations. Having once made sure that they all knew the difference between a dependent and an independent sentence, I think I spent most of my time comparing the salient constructions of English and German. I found myself taking a piece of English and saying : ' Now if we wanted to express that in German we should have to say it in this way,' writing both on the black-board. This comparison of the two languages seemed to interest them very much ; and it did not interfere with the foreign atmosphere of the German class, where things still went on as before.

But even though I turned the English lesson partly into a German lesson, parsing and analysis week after week began to pall. I did not seem to get enough fun out of the subject. It did not *interest* me. I inwardly rebelled against my 'unmeaning taskwork,' and found myself tempted at every moment to wander off to something else. Fortunately, a diversion was created in the following way. I don't pronounce the word ' parsing' with [z], but with [s]. In this, most dictionaries are on my side. My pupils pronounced the word with a voiced sibilant, as most English people do. So I promptly accused them of mispronunciation. The dictionary was brought, and it supported me, as I had expected. I may be wrong, but if so most dictionaries are wrong also. In any case the incident was welcomed by me, for it led on to a very interesting discussion about English phonetics ; the boys, having already done something at phonetics in the German class, found it very amusing to study the phonetics of their own language. It was even useful : some faults of pronunciation were corrected, and amongst other things we drew up a short list of words commonly mispronounced. We all enjoyed this little raid into other territory, chiefly, I suppose, from the knowledge that we should have been doing something else.

Alas ! having once strayed from the path of duty, I only became, as you shall see, increasingly reckless, going here and there, a sort of schoolmaster poacher.

It is part of my unreasonableness that I have a passion for wanting to find out why I am teaching a subject ; I even like my pupils to have some glimmering of a notion why they are learning it. It often seems to me as if this were the first thing to establish, one's work thereafter being founded on an idea common to teacher and taught. I must have had some such ideas babbling in my mind when one day I came into class and addressed the boys in this strain : ' You fellows follow after all sorts of hobbies : some of you collect stamps, others take photographs, more of you make toy engines, and so on. It is a wonder to me that no boy ever takes up as a hobby the study of his own language, which would be not only more profitable than any of these, but, to my mind, more interesting. One's own language deserves always to be treated with reverence and affection ; but the study of it, considered as a favourite pursuit, would be a source of interest and delight throughout the whole of one's life.' Having said a great deal more to this effect, I set out to explain to them what the study of English meant. We had already had discussions about English speech ; I now tried to sketch for them in broad outline the origin and development of the language. I had something to go upon, for we had already met in the German class many resemblances between English and German, which had excited their curiosity : I began with the invasion of Britain by the Low German tribes, and worked on to the other great historical events that had affected the growth of the language. We continued on this tack for several lessons. Specimens of Middle English and Anglo-Saxon were shown them ; a simple piece of Anglo-Saxon, written on the board and explained to them, was a revelation. Indeed, we had reason to think that our knowledge of German could help us more in our 'researches' than our knowledge

of Latin. Whether any of them have since become ardent students of their own language I cannot tell; but I know that one boy became more eager than I had expected. I had told them that 'Béowulf' was the oldest literary work in the English language; so old, I had said, that it was even doubtful whether it had been brought to Britain by the Teutonic tribes, or composed after their arrival. The following Thursday, this youth brought a copy of 'Béowulf' into class—he had procured it at the local library—and wanted me, to my embarrassment, to translate it to them *à livre ouvert*!

In the meantime the class did one homework a week, and this necessitated occasional returns to the study of grammar. It was on one of these occasions that I was reminded of the fact, which I had learnt as a child without understanding it, that prosody is one of the divisions of grammar; the four divisions being—let me remind you—orthography, etymology, syntax, and prosody. I seized on the fact with joy. I determined to teach them prosody. They had already learnt the outlines of German prosody, and I remembered the interest the subject had excited, treated, though it had been, in a foreign medium. I now began to wonder what these boys might know about English prosody, and I was scarcely surprised to find that they knew nothing. So I set to work explaining the different kinds of metre, using as illustrations such beautiful passages as I knew would appeal to them. One thing leading on to another, I next found occasion to speak of the different kinds of poetry, giving them examples. Eventually, I conceived the idea of teaching them verse composition. When I first broached this subject there was some evident shyness at the idea of 'writing poetry'; but when I insisted that writing poetry and doing verse composition were widely different things the feeling disappeared, and they entered with keenness into the spirit of the adventure.

I proceeded as follows. I took some American verses, which I felt sure they

would never have seen, paraphrased them, and giving them the paraphrase, I asked for a rendering in verse. When the versions were brought into class they were read aloud, criticized, and in the end compared with the original, which was then written on the board. My first attempt was with a poem called *Sun and Shadow*, by Oliver Wendell Holmes, of which I give the first two stanzas:

As I look from the isle, o'er its billows of green,

To the billows of foam-crested blue,
Yon bark, that afar in the distance is seen,
Half dreaming, my eyes shall pursue:
Now dark in the shadow she scatters the spray

As the chaff in the stroke of the flail;
Now white as the sea-gull, she flies on her way,

The sun gleaming bright on her sail.

Yet her pilot is thinking of dangers to shun,—

Of breakers that whiten and roar;
How little he cares, if in shadow or sun
They see him who gaze from the shore!
He looks to the beacon that looms from the reef,

To the rock that is under his lee,
As he drifts on the blast, like a wind-wafted leaf,

O'er the gulfs of the desolate sea.

These two verses were written on the board, read through, and explained where necessary. The metre was examined, the dancing lightness of the anapaestic measure evidently quite taking the fancy of the class. Then the development of the poet's thought was dealt with, and the boys were allowed to make suggestions as to how the third verse should be written, to conclude the poem. Finally, I gave them a rough paraphrase of it, and asked them to write it at home. I looked forward with considerable interest to the next lesson, wondering what they would bring me. I found their efforts rather crude, as was only to be expected in a first attempt on the part of schoolboys; but on the whole they were by no means entirely disappointing. Two or three were even quite good. The only one that I can now procure is not one of the best, but it may interest the reader; it was

written by a boy who usually shone more in the football field than in the classroom. His version will easily be distinguished from the original, which I give also :

As we drift on the ocean of life in our bark
Some dreamers oft at us may gaze ;
They see us sometimes in the shadow so dark,

Sometimes in the sun's brightest rays,
Though we pass in the shadow our courage
shan't fail,

At the rudder we'll still firmly stand,
We shall not change our course, but we'll
put on all sail

And care naught how we look from the
land !

* * * *

Thus drifting afar to the dim-vaulted caves
Where life and its ventures are laid,
The dreamers who gaze while we battle the
waves

May see us in sunshine or shade ;
Yet true to our course though the shadows
grow dark,

We'll trim our broad sail as before,
And stand by the rudder that governs the
bark,

Nor ask how we look from the shore !

From this on the class revelled in verse-
composition, to the complete neglect of
'parsing and analysis.' I think they
even gained a certain facility in the
exercise, bringing me in the end quite a
fair rendering into English of *Der Gute Kamerad*. Shortly afterwards I parted
from them. I still correspond with some

members of the class in German ; for
German was after all the chief link
between us. Writing some time ago to
the youth whose effort I have quoted
above, I was reminded of the English
class, and I asked him if he had forgotten
it, and whether he could give me one of
his efforts at verse. I give, *verbatim*,
part of his reply :

Geehrter Herr K !

Ich habe mein altes englischen Heft
immer behalten, und kann deshalb Ihre
Wünsche vollziehen. Ich erinnere mich
mit grossem Vergnügen an die schönen
Zeiten, die wir mit Ihnen in den englischen
Stunden zuzubringen pflegten. Sie
haben mich gelehrt die Poesie zu lieben,
und nun, während der letzten zwei Jahren
habe ich am wenigstens ein Wenig von
jedem berühmten englischen Dichter
gelesen. Nach meiner Meinung hat
Longfellow die beste Poesie geschrieben.
Ich habe ein besseres Gedicht als
'Evangeline' nie gelesen. Moore, Byron,
und Burns sind, *ich* glaube, die besten von
den anderen. Ich habe einige Bücher
gekauft und habe jetzt die Werke von
17 Dichtern. . . .

But it is well no inspector or head
master got on my tracks, or I might have
been made to repent of my trifling !

K.

THE MODERN LANGUAGE TEACHER'S REFERENCE LIBRARY.

THE first instalment of the revised
list of books appeared in Vol. III.,
No. 8 (p. 240). For various reasons
the publication of the second has
been delayed ; the third will, it is
hoped, appear in the next number.

This will contain the following
sections : Language, Grammar,
Pronunciation, Dictionaries.

Comments and suggestions are
invited ; they should be addressed
to the Editor.

French.

History and Geography.

E. LAVISSE & A. RAMBAUD. *Histoire générale du IV^e siècle à
nos jours.* 12 vols. (Colin, Paris.) 13s. 4d. each vol.

- E. LAVISSE. Histoire de France. (Colin, Paris.) 7 vols. have appeared, 12 francs each.
- DEMOLINS. Histoire de France. (Didot, Paris.) 4 vols. 8s. 4d.
- CORRÉARD. Histoire de l'Europe et de la France. (Masson, Paris.) 4 vols. 15s.
- V. DURUY. Introduction générale à l'histoire de France. (Hachette.) 3s.
- DUCOUDRAY. Leçons complètes d'histoire de France. (Hachette.) 2s.
- MME. DE WITT (*née* GUIZOT). La France à travers les siècles. (Hachette.) 3s. 9d.
- M. B. ZELLER et ses Collaborateurs. L'histoire de France racontée par les contemporains. Des origines à la mort de Henri IV. (Hachette.) 16 vols. 10d. each.
- MICHELET. Extraits historiques, choisis et annotés par Ch. Seignobos. (Colin, Paris.) 2s. 6d.
- MICHELET. Notre France: sa géographie, son histoire. (Colin, Paris.) 3s.
- MONNIER. Notre belle patrie. Sites pittoresques de la France. (Hachette.) 2s. 6d.
- F. BOURNON. Petite histoire de Paris. Illustrated. (Colin, Paris.) 1s. 4d.
- J. E. C. BODLEY. France. (Macmillan.) 12s.
- JERVIS & HASSALL. The Student's France. (Murray.) 7s. 6d.
- K. STEPHENS. French History for Schools. (Macmillan.) 3s. 6d.

Life and Ways.

- A. RAMBAUD. Histoire de la civilisation contemporaine en France. (Colin, Paris.) 4s. 2d.
- A. RAMBAUD. Petite histoire de la civilisation française. (Colin, Paris.) 1s. 6d.
- M. BETHAM-EDWARDS. France of To-Day: a Survey, Comparative and Retrospective. 2 vols. (Percival.) 7s. 6d.
- P. G. HAMERTON. French and English: a Comparison. (Macmillan.) 10s. 6d.
- H. LYNCH. French Life in Town and Country. (Newnes.) 3s. 6d. net.
- R. KRON. French Daily Life. (Dent.) 2s. 6d. net.
- SARRAZIN & MAHRENHOLTZ. Frankreich, seine Geschichte, Verfassung und staatlichen Einrichtungen. (Reisland, Leipzig.) 5s. 6d.
- E. HILLEBRAND. Frankreich und die Franzosen. (Trübner, Strassburg.) 4s.

German.

History and Geography.

- LAMPRECHT. Deutsche Geschichte. (Gärtner.) 11 vols. £4 12s.
- KÄMMEL. Werdegang des deutschen Volkes. (Grunow.) 2 vols. 5s. 6d.
- D. MÜLLER. Geschichte des deutschen Volkes. (Vahlen, Berlin.) 5s.
- F. RATZEL. Deutschland. (Grunow.) 2s. 6d.

- S. WHITMAN. *Imperial Germany*. (Heinemann.) 2s. 6d.
 E. F. HENDERSON. *History of Germany in the Middle Ages*. (Bell.) 7s. 6d. net.
 H. LICHTENBERGER. *L'Allemagne moderne, son évolution*. (Flammarion, Paris.) 3s.
 E. LAVISSE. *Essais sur l'Allemagne impériale*. (Hachette.) 3s.
 P. KNOETEL. *Bilderatlas zur deutschen Geschichte*. (Velhagen & Klasing.) 3s.
 H. LUCKENBACH. *Abbildungen zur deutschen Geschichte*. (München.) 1s. 6d.
 F. W. PUTZGER. *Historischer Atlas der älteren, mittleren und neueren Geschichte*. (Velhagen & Klasing.) 3s. 6d.

Life and Ways.

- H. MEYER. *Deutsches Volkstum*. Illustrated. (Bibliographisches Institut.) 15s.
 G. STEINHAUSEN. *Geschichte der deutschen Kultur*. Illustrated. (Bibliographisches Institut.) 17s.
 K. BIEDERMANN. *Deutsche Volks- und Kulturgeschichte*. (Wiesbaden.) 7s. 6d.
 A. SACH. *Deutsche Heimat, Landschaft und Volkstum*. Illustrated. (Halle.) 7s. 6d.
 W. H. DAWSON. *Germany and the Germans*. (Chapman & Hall.) £1 6s.
 W. H. DAWSON. *German Life in Town and Country*. (Newnes.) 3s. 6d. net.
 MRS. ALFRED SIDGWICK. *Home Life in Germany*. (Methuen.) 10s. 6d. net.
 R. KRON. *German Daily Life*. (Dent.) 2s. 6d. net.
 PÈRE DIDON. *Les Allemands*. (Calman Levy, Paris.) 6s.

MODERN LANGUAGE ASSOCIATION.

THE ordinary monthly meeting of the Executive Committee was held at the College of Preceptors on Saturday, March 28.

Present: MESSRS. Somerville (chair), Allpress, Atkins, von Glehn, Hutton, Milner-Barry, Miss Morley, Messrs. Rippmann, Twentyman, and the Hon. Secretary.

Letters expressing regret for inability to attend were read from Dr. Breul, Professor Fiedler, Messrs. Kirkman, Payen-Payne, Pollard, and Miss Shearson.

The minutes of the last meeting were read and confirmed. The Publications Sub-Committee presented another report

on the *Modern Language Review*, and it was resolved that the following resolutions should be submitted to the General Committee on May 30 :

'That the Association will guarantee £50 towards the expenses of producing the *Review*, on condition (a) that members be entitled to purchase the *Review* at half the published price, or as nearly half as may be found possible; (b) that the Association be entitled to nominate not less than half the Committee of Management; (c) that the connexion of the Association with the *Review* be recognized in the *Review*.'

'That it is desirable that the published

price of the *Review* should be not less than the annual subscription to the Association, plus the cost of the *Review* to members.'

It was further decided that the question of the amount of the annual subscription should be considered at the General Committee meeting.

It was resolved that the amount paid per member to Messrs. A. and C. Black for MODERN LANGUAGE TEACHING should be increased to 3s.

The following new members were elected :

Rev. E. Hammonds, M.A., Bishop Otter College, Chichester.

W. H. McPherson, M.A., King Edward's Grammar School, Birmingham.

S. W. Meek, M.A., Manchester Grammar School.

M. Montgomery, M.A., 14, Brunswick Walk, Cambridge.

Miss B. M. Munro, 15, Addison Court Gardens, W.

R. G. Procter, M.A., Elstow School, Bedford.

J. N. Swann, M.A., Malvern College.

F. J. Widdowson, M.A., Christ's Hospital.

Mr. D. L. Savory was appointed to represent the Association at the annual meeting of the Neuphilologenverband at Hanover next Whitsuntide.



Arrangements have been made for the display of the Travelling Exhibition at Leeds from May 9 to 16, with meetings on the two Saturdays, which will be addressed by Professor Rippmann and Miss Purdie, and at Birmingham, in conjunction with the Birmingham Teachers' Association, from May 16 to May 30.

BOARD OF EDUCATION: REGULATIONS FOR SECONDARY SCHOOLS.

IN the regulations just issued we notice an important change with regard to the teaching of languages. In the prefatory memorandum we read :

'The regulations have prescribed, since 1904, that in a school where two languages other than English are included in the curriculum, and Latin is not one of these, the Board will require to be satisfied that the omission of Latin is for the educational advantage of the school. By a slight alteration of this rule (Article 6), it is now made clear that the provision of instruction in Latin need not in this case be for all the pupils, but that it shall have a place in the curriculum, either by itself or alternatively with a modern language for such pupils as desire to take it. This will have the effect in a number of schools of providing informally the alternative courses which in larger and more highly

organized schools are formally distinguished as a classical and a modern side.'

Article 6, in so far as it refers to foreign languages, used to run as follows :

'Where two languages other than English are taken, and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the educational advantage of the school.'

The following wording has now been substituted :

'Where two languages other than English are provided, but no provision is made for instruction in Latin, the Board will require to be satisfied that the omission of Latin is for the educational advantage of the school.'

This change will be very welcome to Modern Language teachers, and

it may be hoped that it will help to reinstate German in the legitimate place from which it has been driven of late years, as was so strikingly

brought out in the debate at the last annual meeting of the Association, reported in our last issue (p. 68 and foll.).

THE GERMAN PLAYS AT THE NEW ROYALTY THEATRE.

THE first of the three *matinée* performances of Lessing's 'Minna von Barnhelm' was given on Saturday, May 2, before a large and most appreciative audience.

After a wonderful career of nearly a century and a half, the famous comedy has lost little of its effectiveness. The technique of the theatre has altered considerably in the meantime, but still, with all due respect for the self-depreciator, Lessing, and our modern literary detectives, Minna has the grip of the true play, without which it would long ago have been relegated to that capacious and much-exploited apartment—the literary lumber-room.

The performance was fresh and bright throughout, and the general level of the acting high. Herr Andresen gave us, as might have been expected, a vigorous and

picturesque Werner, Fräulein Gademann a Minna whose high spirits and benevolent deceptions were alike full of grace and charm. The part of Tellheim was adequately rendered by Herr Schiefer, even if the Major was perhaps made in the earlier parts somewhat unnecessarily passive and colourless, while the representatives of the popular parts of Just and Franziska, and of the ubiquitous Wirt, duly contributed to the enlivenment of the whole.

Many of those who enjoyed this excellent performance will, we are sure, hope that Herr Andresen may be so far encouraged by the present visit as to see his way to add yet another to those winter seasons which have been so much appreciated in the past.

H. G. A.

REVIEWS.

The Practice of Instruction. A Manual of Method, General and Special. Edited by J. W. ADAMSON, B.A. Pp. xxi + 512. National Society's Depository. 4s. 6d. net.

We do not propose to devote a long review to this book, for the simple reason that we may assume that it is already in every teacher's reference library. It is a book which it is eminently pleasant to read. The first part (General Method and Curriculum) is by the editor, who holds the Chair of Education at King's College, London. He has also contributed the section on the Teaching of the Mother-Tongue. In both we admire his power of lucid exposition. The sections on Latin and Greek and on Modern Languages naturally claim our special attention. The former is by Dr. Rouse and Mr. W. H. S. Jones. It is altogether refresh-

ing and cheering. If *this* is going to be the new teaching of classics, then let us do all we can to further it. The sometime secretary of our Association, Mr. Mansfield Poole, gives a helpful account of the Reform method, with many useful hints that result from his considerable experience as a teacher. The model examination papers which he appends are also likely to be found useful. If any teachers have not yet seen this book, they should beg, borrow, or steal it at once.

The Essays of Francis Bacon. Edited with Introduction and Notes by MARY A. SCOTT, Ph.D. New York: Charles Scribner's Sons, 1908. Introduction, etc., pp. cii. Text pp. 298. Price \$1.25 net.

This book is printed in large type on good paper; the notes, which are lucid, scholarly, and adequate, are on the same

pages as the text, and the volume, though rather heavy to hold, is well bound and attractive. The editor's task has evidently been done with enjoyment, and in consequence there are a freshness and 'gusto' about the work which are often wanting in annotated editions. Dr. Scott proves that she has read widely and thoughtfully, and she 'uses' her studies 'to weigh and consider.' Occasionally her notes seem superfluous—e.g., there is no need to explain that 'wrought' means 'worked,' or to drag in a reference to the first telegram ('Of Studies,' Note 7), and there are many similar explanations of obsolescent words which might be omitted. Still, the text is not overloaded with notes, and the claim made to conciseness of expression and brevity is justified. The references to other writers, classical and English, and the elucidations of historical and other allusions are helpful and discriminating. The introduction is interesting, and the conclusions drawn are cautious and well balanced, though not always final. For instance, Dr. Scott's opinion with regard to such essays as those 'Of Love' and 'Of Marriage and Single Life' is not convincing, and while it is easy to understand her enthusiasm for the essay 'Of Gardens,' it is not equally easy to agree with the assertion that Bacon's *Essays*, 'one of the most learned works in English, is so easy to read and understand.' Nor will everybody acquiesce in the bold statement that 'his *Essays* bear the strongest possible testimony to the essential soundness of Bacon's moral character. A good man only could have written them.' Yet she supports both views with arguments which some readers, at any rate, will accept as adequate.

On the whole, this edition deserves to take its place beside those of Abbott and of Storr and Gibson; it fulfils its function satisfactorily, and students will doubtless be grateful for the help it affords them. The most serious defect is the omission of a definite list of the essays contained in the earlier editions, and there are also some slips in composition and style as

deplorable as, happily, they are rare (e.g., Preface, p. ix, 'It is the piercing intellect of Bacon seeing clear and thinking straight, and shooting its arrow of expression right into the bull's eye;' and Introduction, p. xvii, 'Sir Nicholas Bacon, 2d.').

Sidney's Apologie for Poetrie. Edited with introduction, notes, and index by J. CHURTON COLLINS, Professor of English Literature in the University of Birmingham. Clarendon Press. Introduction. Pp. xxviii. Text, Notes, and Index, pp. 111. Price 2s. 6d.

We must confess to some disappointment in Professor Churton Collins's treatment of a fascinating subject. His introduction, in so far as it deals with the *Apologie* itself, is too brief, and leaves practically untouched many problems which demand fuller treatment. The comparison with contemporary critics is quite inadequate, yet such comparison is surely necessary in an edition designed for 'young students'; the influence of Plato and of Aristotle ought to be examined in much greater detail, and reference should be made to the controversies about the use of rime, of the vernacular and concerning the constitution of poetry. The summary of the *Apologie* on pp. xxv-xxvii is unsatisfactory, and is written in a style that is almost childish in expression. 'He then reviews,' 'He goes on next,' 'Next he proceeds'—these hooks and tags show some poverty of invention. The text itself is divided into sections by what Professor Collins calls a 'running analysis,' which it would have been wiser to relegate to the notes, as it distracts the attention of the reader. The notes themselves are the best part of the editorial matter; they explain whatever is difficult, and do not call undue attention to themselves or their author. Professor Collins has earned our gratitude by publishing a cheap edition of the first great critical work in English, and by stating clearly that 'a better introduction to the study of poetry could scarcely be conceived,' but except in price, we do not think his edition

in any way supersedes the older one of Mr. Shuckburgh.

R. J. Lloyd, Northern English. Pp. xi+127. Teubner, 1908. Price M. 3.20.

This work by Dr. Lloyd, the distinguished phonetician whose untimely death was a cause of grief to many, was first issued in 1899. It was at once recognized as an interesting piece of work, although his hope that Northern English should be recognized as a standard was not likely to be fulfilled, and his belief in its superiority over Southern English was not shared by many English phoneticians. The book has exercised influence in the direction of making some foreigners, especially Germans, acquire Northern English sounds, which had to be unlearned when they arrived in Southern England. This, the second edition, contains some valuable footnotes by Professor Viëtor, and by Mrs. E. L. Jones, Dr. Lloyd's daughter.

Ogilvie's Smaller English Dictionary. In 476 three-column pages. Blackie. 1s. net.

This is not a new book, and requires no commendation from us; but the reduction in price is so considerable that it deserves mention. The type is quite clear, and the cloth binding appears to be strong enough for all practical purposes.

Four additions have lately been made to the Oxford Modern French Series, edited by LÉON DELBOS, M.A., and intended for use in the higher forms of schools, viz.: De Vigny's *Servitude et Grandeur Militaires*, edited by C. L. FREEMAN, M.A., price 3s.; Xavier Marmier's *Les Français du Spitzberg*, edited by A. A. HENTSCH, Ph.D., price 3s.; Lieutenant René Bellot's *Journal d'un Voyage aux Mers Polaires*, with map, edited by H. J. CHAYTOR, M.A., price 2s. 6d.; De Sismondi's *Marignan: Conquête et Perte du Milanais*, edited by A. WILSON-GREEN, M.A., price 2s. These volumes are well up to the standard of their predecessors. They contain, in addition to the text, an account of the writer and his principal works. The notes have, very wisely, been

chiefly confined to the explanation of historical and other allusions, and do not touch unnecessarily upon grammatical points.

In the Oxford Higher French Series, which is suitable for the general reader, as well as for advanced pupils and University students, two new volumes have also been published: Balzac's *Eugénie Grandet*, edited by H. E. BERTHON, M.A., and Sainte-Beuve's *Portraits Littéraires* (Molière, Corneille, Racine), edited by D. L. SAVORY, M.A. These books are issued in a very attractive form; they contain a portrait of the writer, together with a biography and a more particular account of the work in question. The notes are judiciously compiled, and considerably enhance the value of the volumes.

Lamartine: Premières Méditations Poétiques; A. de Vigny: Poésies Choies. Edited by Professor A. T. Baker. Pp. 40 and 48. Blackie. 4d. each.

We have particular pleasure in drawing attention to these recent additions to Blackie's *Little French Classics*, because the editorial work is of a much higher class than usual, rising above the general level of respectability by a power of literary feeling and æsthetic discrimination which is all the more welcome because it is rare. We thank Professor Baker for giving us these well-considered selections from Lamartine and Vigny.

Dumas' Aventure d'Artagnan en Angleterre. Edited by KENNETH AUCHMAUTY, M.A. Blackie. Pp. 48. 4d.

The series of 'Little Classics' is too well known to need description. The present volume is an extract from 'Twenty Years After.' It contains twenty-eight pages of text, six of notes, and eight of questions, the last being in small type. The text itself requires no comment. The introduction by Mr. Auchmuty puts the reader in a position to take up the tale where the French text opens. The notes are concise and to the point. One or two details suggest remarks. We have a note on the pronunciation of '*Soit!*' The next note but one happens to be on *soit*

... soit ... It might be well to mention in the first of these two notes that the pronunciation given applies to the word in that particular use only (except in the case of ordinary liaisons).

'Assiette' (< *assédito* = to set), "situation" —i.e., "condition"; the word also means "a plate." Is not *assiette*, 'situation,' from *assidère*, and *assiette*, 'plate,' from *assectare*? But authorities differ on this. *La consigne*, add, perhaps, 'cloak-room' to the other meanings given. *Parlait du genou*, 'could push him with his knee'; rather, "communicate with him by a touch of his knee." Apropos of this, on page 31, line 15, there is *un seconde coup*, one of the few misprints that we have noticed. There is another on page 46—*chetif*.

The Questionnaire deals with the subject-matter of the text—grammatical points, references in the notes, etc. We confess we should have liked to see the periphrastic interrogatives introduced. We have not noticed one example of them. *Qu'y fit Napoléon? Qu'en fait-on? Qu'est-ce alors? Qu'entend-on par 'l' mouillée?* strike the ear unpleasantly. We have two questions, *Qui était le Mazarin? Que savez-vous de Mazarin?* apropos respectively of *le Mazarin* and *Mazarin* in the text. The notes do not touch on the point. The pupils would certainly be puzzled. Many of the questions involve some instruction (based on the text) in word-formation, doublets, derivation, etc.

The above criticisms are on details only, and the book as a whole takes its place worthily in the series.

Michelet: Jeanne d'Arc. Publiée et annotée en collaboration avec K. KÜHN par S. CHARLÉTY. Pp. 96 and 44. Teubner. M. 1.20.

This is an interesting contribution to the *Collection Teubner*, which is under the general editorship of F. Dörr, H. P. Junker, and M. Walter. That suffices to indicate that the edition is quite on Reform lines. One volume contains the text, printed in good clear type, a reproduction of Chapu's 'Jeanne d'Arc' from the Luxembourg, a plan of Orléans, with

special reference to the siege of 1429, and a map of the North of France. The notes, in a separate booklet, contain: (1) *Analyse de Jeanne d'Arc.* (2) *La France et l'Angleterre de 1066 à 1429.* (3) *Les Armées et la Guerre.* (4) *La Noblesse et l'Église au 15^e Siècle.* (5) *Le Rôle de Jeanne d'Arc.* (6) *Jeanne d'Arc dans la Littérature historique; La Jeanne d'Arc de Michelet.* (7) *Biographie de Michelet.* In addition, there is a summary of grammatical points worthy of notice; a list of words occurring in the text, and classified under the headings: (a) *La Religion;* (b) *Qualités, Vertus, Défauts;* (c) *Pays, Institutions;* (d) *La Guerre;* (e) *Les Tribunaux.* Finally, there are *notes explicatives*, which seem to give all that is essential. The edition as a whole is a very careful piece of work, which we are happy to commend to the notice of English teachers.

R. Morax: La Princesse Feuille-Morte. Edited by A. P. GUITON. Pp. 40. Blackie. 4d.

A well-written short story, with touches of humour and of pathos. The notes are generally good, the English renderings quite idiomatic. A *questionnaire* is also given. There are some ten questions on the subject-matter and the grammar to each page.

De Maistre, Le Lépreux de la Cité d'Aoste. Edited by MAURICE LABESSE. Pp. 48. Blackie, 1908. Price 4d.

The editor supplies a short note on Xavier De Maistre's life and works, notes, and a set of questions on the subject-matter of the text and on some points of grammar. The notes are not free from misprints (*chateau* on p. 30, *je fera* on p. 31, *souviens* for *souviens* on p. 37); otherwise they are generally satisfactory.

Deslys, Le Zouave and La Montre de Gertrude. Edited by LOUIS A. BARBÉ. Pp. 112. Blackie, 1907. Price 8d.

Two excellent stories, of moderate difficulty. The text is well printed, in clear type. The notes are brief and to the point; there is also a 'phrase-list'; it is not clear why this was not included

in the notes. Then there is a *questionnaire*, and a good French-English vocabulary concludes the book.

George Sand, La Mare au Diable. Edited by W. G. HARTOG. Pp. xiv+102. Murray. 1907. Price 1s. 6d.

This volume opens a new series, *Murray's French Texts*, and leaves a favourable impression. The binding is in good taste, the printing is excellent, and the proof has been well read. The editor supplies a brief note on G. Sand, there are explanatory footnotes to the text, and some questions and exercises at the end of the book.

Mrs. J. G. Frazer, Le Chalet Porcinet. Pp. 26. Blackie, 1908. Price 4d.

This is a very pointless little play, which will hardly bear comparison with some others in the same series. In the first act some rather vulgar people are at dinner; the father announces he has taken a house in the country for the summer. In the second act they have arrived there, find that country life has disadvantages, and decide to return to town. Such humour as there is is of a would-be farcical kind.

French Song and Verse for Children. Edited by HELEN TERRY. Illustrations by P. TEMPESTINI. Longmans. Pp. 125. Price 1s. 6d.

This is a graduated collection of verse, beginning with *Savez-vous planter des choux?* and ending with Malherbe's *Paraphrase du Psaume cent quarante-cinquième*. To the first ten songs the air is added in staff notation. Among these are some well-known favourites (though we miss many old friends, such as *La Palisse*, *Au Clair de la Lune*, *Ma Normandie*, etc.), but the simpler verse is chiefly by modern writers. Further on La Fontaine, Béranger, Delavigne, Hugo and Malherbe are represented. The book is attractively illustrated.

La Deuxième Année de Français. By F. B. KIRKMAN, B.A., with the assistance of C. M. GARNIER and W. H. B. LEECH, M.A. Pp. 255. Black. Price 2s. 6d.

This is a sequel to *La Première Année*, by the same author, and is written upon

the same lines. The text contains an account of an English boy's holiday in Normandy and Brittany, as well as selections dealing with the history of France. Verse, proverbs, fables, etc., are also interspersed throughout the book, which is well printed and delightfully illustrated, largely from photographs. As the book is likely to be used by those who have already worked through the *Première Année*, there is no need to give any account of its method. It is sufficient to say that the same evident care has been bestowed upon it, and that it has been produced in a style in no way inferior to its predecessor.

Trois Semaines en France. By L. CHOUVILLE. Edited by D. L. SAVORY. With Questions for Conversation and Grammatical Exercises by Miss F. M. S. BATCHELOR. 127 pp. Oxford: Clarendon Press. 1908. Price 2s.

Mr. Chouville's text is capital; it gives us a brisk and animated description of a visit to Brittany and Normandy, and is illustrated by photographs. The grammatical exercises are excellent; Miss Batchelor is favourably known for her conscientious and able work.

C. Cury et O. Boerner, Histoire de la Littérature Française. Pp. xii+387. Teubner, 1908. Price 5s.

This history of French literature is a careful piece of work, and makes a good book of reference for ordinary purposes. It would also form a convenient companion for a course of lectures. The *résumés* of epics, dramas, etc., are particularly useful. The *notices bibliographiques* at the end of the book are also a noteworthy feature.

A Short French Grammar. By OTTO SIEPMANN. Pp. viii.+182. Macmillan. Price 2s. 6d.

Mr. Siepmann has done an excellent piece of work by compiling, mainly from his own observations, a French Grammar which is likely to find a place alongside of other well-known works on similar lines which are familiar to the readers of MODERN LANGUAGE TEACHING.

Mr. Siepmann has some interesting remarks on the reasons which have led him to write his book in English rather than in French—reasons which will be readily appreciated by those who have experience of the type of teaching which Mr. Siepmann has been called upon to give. At the same time, we would ask Mr. Siepmann to give in future editions of his books the French equivalents of the parts of speech, names of tenses, grammatical terms, etc. We think this small concession would be welcomed by many practical teachers.

Aus der praxis für die praxis is the outstanding feature of the book. Notes for class-work and collection of difficulties met with in class-work form its basis to a large extent. This is clear in the chapters on the government of verbs, and on the prepositions, of which the treatment is very thorough.

To the grammar proper the author adds a valuable chapter on versification, a subject which, though admirably treated in one or two standard editions of French texts, has not always received sufficient attention at the hands of grammarians, and, we might add, examiners. The chapter dealing with derivation also deserves a word of praise.

We do not quite understand the principle upon which the list of idiomatic expressions (p. 140) has been compiled. In some cases it contains phrases the like of which have already been noted in the use of prepositions, and in another list on page 115. We should like Mr. Siepmann to add to the utility of his book by giving ampler treatment to this heading, 'Idiomatic Expressions.' He gives us *avoir soif, faim*, but omits *avoir honte, envie; prononcer un discours*, but not *faire une conférence; de tous les côtés*, but not *du côté de*, etc. A little expansion in this matter would be an improvement which could easily be effected.

Mr. Siepmann's book is very well adapted for use in the middle and higher forms of public secondary schools, and deserves much commendation.

Essentials of French Grammar. By H. WILSHIRE. Pp. viii + 88. Bell, 1908. Price 1s. 6d.

This is intended to be an 'Exercise book for Junior Classes.' We cannot commend it, for it is old-fashioned and dull. We had hoped that the day had passed when books for teaching French contained such sentences as: 'You are without the walking-stick. Thou art without the water,' which no sane person would ever utter in real life. We add a few more for the delectation of our readers: 'Thou hadst in the house a parcel, a handkerchief, and a walking-stick. The Chinese women and the Japanese girls are here. He is a clever widower. The lilies of the garden are in the boats of the ships. The little dumb girl is as unhappy as the little blind boy in the dark and narrow street, but she is more patient, and she is very pious. I was wishing that he might embellish his garden. Look at those two boys; that one is pinching his sister, this one is blamed by his mother.'

F. Thémoin, French Idiomatic Expressions. Pp. viii + 151. Hachette. Price 2s. 6d. net.

This is an excellent collection of *gallismes, proverbes, et expressions difficiles*, wisely introduced in a connected narrative, with ample footnotes. It should prove very useful for the purpose of extending the learner's vocabulary. It is obviously not intended for beginners, but for the upper forms of our schools and for University students it is very suitable. The book is clearly and carefully printed.

Teacher's Handbook to Mackay and Curtis's First and Second French Books. Pp. 102. Whittaker. 1s. net.

The First and Second French Books by Messrs. Mackay and Curtis are well known as useful and well-compiled introductions to French. The handbook now issued contains the notes originally included in the First French Book, and fresh notes on the Second Book by Mr. Mackay. It is businesslike and helpful.

Goethe: Egmont; Schiller: Kabale und Liebe. Zum Schulgebrauch und Selbstunterricht herausgegeben von Dr. G. FRICK. Pp. 112 and 125. Teubner. 60 Pf. and 70 Pf. respectively.

These are volumes in Teubner's *Deutsche Schulausgaben*, under the general editorship of Dir. Dr. H. Gaudig and Dr. G. Frick. The text is printed in a clear modern type, with footnotes, which explain historical and other allusions and obsolete or rare words and phrases. In an appendix are given the chief dates of the author's life, and various points of literary interest in connexion with the play. These editions should prove welcome to teachers who desire a good text at a low price.

Lessing: Selected Fables. Edited by CARL HEATH. Pp. 46. Blackie. 6d.

A convenient selection of these fables, the rather elaborate thought and language of which does not render them suitable for young beginners, but makes them attractive reading for older students. The notes are adequate. There are two misprints on the first page of the text, but not many after that. *Verrätisch*, in the note on p. 12, l. 7, should be *verräterisch*; and *voilà* was not originally the imperative, as the note on p. 13, l. 15, suggests.

A German Reader and Themebook. By CALVIN THOMAS and W. A. HERVEY. Pp. ix + 638. Bell, 1907. Price 4s. 6d.

This reader is of American origin, where apparently it first appeared in 1901, and is 'primarily intended for the users of Thomas's Practical German Grammar.' It contains a varied assortment of passages, not printed in the newest spelling, as *thun, giebt*, etc., occur frequently. Among the authors represented are Grimm, Andersen, Baumbach, Seidel, Fulda, Heine, Goethe, Schiller, Uhland. On the whole the selection is judicious. The text takes up 164 pages, and is followed by 70 pages of notes, 50 pages of questions and 'themes' (passages for retranslation), and a full vocabulary. The main drawbacks to the book are its bulkiness and its price, which is higher than seems

desirable in the case of a book for junior classes.

Deutsches Lesebuch für Lehrerinnenseminarien. Von Dr. I. HEYDTMANN und E. KELLER. Zweiter Teil: Prosa aus Religion, Wissenschaft und Kunst; Erlasse, Reden, Briefe. Pp. 332. Teubner. M. 3.20.

We have looked through this book very carefully, and can recommend it as an exceptionally good collection of standard German prose. Though it may be specially suitable for the German training college, this reader might be adopted in any class of advanced students of German. The book is very well got up.

Der neue Leitfaden. By L. M. DE LA MOTTE TISCHBROCK. John Murray. Pp. 126. Price 2s. 6d.

In thirty-two lessons this book advances from the alphabet to an extract on *Die Schlacht bei Leipzig*, by Arndt. 'One term sufficed,' we are told in the Preface, 'to put a class of the average age of thirteen through the first twenty-five lessons, and they were able to read a fairly difficult author at the end of it.' 'Read' and 'fairly difficult' are not defined. 'It is easy enough for those who have no previous linguistic training, progressive enough to satisfy those who wish to get on rapidly, and of sufficiently wide range in its choice of subjects not to bore the educated and grown-up reader.' Illustrative of this we may quote the heading to Lesson II. on p. 3: 'Lehrziel: Erweiterung und Befestigung des Wortschatzes. Hör- und Sprechübungen. Stärkung des Vermögens, längere Wörter und Sätze richtig durch das Ohr aufzufassen. Verständnis der Fragewörter was für ein (eine)? wo?' The reader must judge for himself for which of the classes of pupil just referred to this lesson-heading is intended. The 'Wortschatz' is based on Hölzel's 'Spring.' The 'Hör- und Sprechübungen' of the first lesson contain 'Formation of simple vowels, A, E, I, O, U.' 'A few phonetic signs have been inserted for the use of those who use a sound-chart.' Your reviewer has found five whole words

in phonetic transcription, and thirteen phonetic signs, two of which he cannot remember having previously seen.

Up to Lesson IX. we are still with Hölzel in springtime; in Lesson X., on p. 25, we find ourselves with Napoleon at Moscow in winter. (The grown-ups are having a turn now.) 'Napoleon erkannte das (d. h. dass Soldaten, die ihre Gewehre weggeworfen hatten, nicht mehr kriegstüchtig waren), und wollte ehe er weitere Schritte tat, in Moskau überwintern und die verlorene Mannszucht wieder herstellen.' The exercise takes Hölzel and Napoleon together: 'The grandfather has always been diligent and thrifty. The soldiers had not always found bread enough.' Then we put into the plural and the perfect tense: Der Hahn kräht dreimal. Wo bist du? Ist er krank? (Is 'er' the grandfather, or Napoleon, or Der Hahn, or a Frederick the Great's 'Er' of address?)

Lessons I. to IV. are in roman type, V. to XXI. in German, and the rest of the lessons are some in roman, some in German. Lessons XVI. and XVII. are in a different German fount from the rest, and Lesson XXXI. in small roman italic. This is 'in order to enable the student to recognize old acquaintances in a new dress.'

German-English vocabularies are given to the separate lessons. There is no general vocabulary; nor is there any index to enable the student to refer to the sections on grammar that are given in the lessons.

A few details are worth reference: "Wein" (rhymes with "vine"), but Schwester . . . zwei . . . Quelle' is not a very explicit statement as to the pronunciation of the *w* and *u* in the last three. The examples of German handwriting are too small to be of good service to a beginner. The other form for *p* might, perhaps, be added. 'Double *ss* (i.e., in roman type) occurs only between two short vowels.' It is still used for *ß* to an extent which requires the addition of some qualification to this statement.

'Use the final *s* in writing German script at the end of a syllable.' What about Kno~~s~~pe, e~~s~~sen, Ra~~s~~ten? Schnecke is 'snail' rather than 'slug.' For (p. 17) *der Monate, des Monates, read der Monat, des Monat(e)s*. Page 4: for *eine Schotte* read *ein*. Page 39: *Siege erkämpfen*, to fight for victories, is rather *remporter des victoires*. Page 43: *Er soll das Buch 'verfusst' haben*, edited, rather *written* or *is the author of*. Page 63: *Er leert ihn jeden Schmaus*, read *leert*; *heil'gen* probably better for this book than *heiligen*, though, as Dr. Breul has shown, the texts differ between these two and *heiligen*. All have, however, *in's Meer*. Page 67: *x* weniger *y*, *x* plus *y*; why no mention of *x* minus *y*? Page 67: Among expressions of time there is no mention of the form *drei Viertel auf zehn, drei Viertel zehn*, or in figures $\frac{3}{4}$ 10. Page 63: *die Schill'schen* (sic) wants closing up. Page 90: 'The English *p* at the beginning of a word becomes German *pf*,' is not a very happy method of expressing the idea. Page 126: "'Derjenige" and "derselbe" are declined, like the definite article, with an adjective,' requires corrected punctuation. Pages 113 to 121: Several verbs are marked in this verb list as being conjugated with *sein* only, which can, according to sense, be conjugated with *haben* or *sein*—e.g., *schwimmen, reiten, laufen, fliegen, fließen*. Page 89, line 7: for *die beide* read *die beiden*.

A few of the English sentences have a peculiar ring: 'Herr Wanderer, have you lost your way?' 'If these forms differ not,' 'Who has made the melody to the "Lorelei"?'

We do not feel that the general style of the book commends itself to us, and though much of the grammar is clearly and concisely put, the general impression left on us is one of a certain lack of coherence in design.

French Readings in Science. By DE V. PAYEN-PAYNE. Blackie. Pp. vii + 230. Price 3s. 6d.

The book has been prepared in view of the present requirements of the University

of London that candidates for a degree in Science should be able to translate a portion of a French or of a German scientific work. Mr. Payen-Payne humbly calls it 'this small book.' Though its actual size is moderate, there is remarkably little on any page of what a French printer calls *blanc*. The work of collecting the extracts must have been prodigious, and they form a wonderfully interesting set for the ordinary scientific reader, whether he is preparing for a degree examination or not. It is scarcely conceivable that any candidate who has worked through the book could fail in this particular section of his examination. They vary in standard from some passages that are fairly difficult, to others that *fourmillent* with the purest technical terminology. They cover most of the existing sciences, and include, among recent matters, Lumière's autochrome plates, the Comte de la Vaulx's air-ship, motor-buses, radio-activity, and the ever-ancient, ever-recent sea-serpent. Among other matters we have Chemistry, Physics, Physical Chemistry, Anatomy, Physiology, Botany, Conchology, Astronomy, Zoology, Photography, etc. Considering the difficulty of editing a text-book of this character, we must congratulate the author on the remarkable absence of typographical errors. We have noted in the text: page 54, line 6 from below, *puisque*, which should, we think, be *puisque*; page 140, line 8, for *second* read *seconde*; page 142, line 19, for *à chaîne* read *achaine*=Eng. achene, a regular botanical term; page 142, last line, for *sommîtes* read *sommités*.

The notes strike us as less satisfactory. In general, it is doubtful whether, in annotating such extracts as these, it is of value to enter into details of such matters as—Chemical formulæ of bodies referred to, anatomical or zoological descriptions beyond what appear in the text, definitions of scientific terminology, etc. Our author has done so with varying success. But if it is to be done at all, it must be done thoroughly. To take an instance at hazard, for page 163 we have notes on *la*

sclérotique, *la choroïde*, *chondromacride*, *la myosine*; while *prôtéique*, *collagène*, *mucroïde*, *serum-globuline*, have no notes. In a work of this standard notes on such matters as—The order of words in *aussi pèse-t-il*, on the difference between *mourut* and *est mort*, *du reste*=besides, *dizaine*=about ten, *ouate*=cotton-wool, etc., seem out of place. In many places it would be better to give the English equivalent of the French scientific term, and leave the student to hunt up its meaning elsewhere, instead of giving a definition without the English technical term; e.g., *trépanation*, *dicotylédon* are defined, but the equivalent English terms are not given. If the student knows the English equivalents, he will not want the definition. Moreover, such a definition of trepanning, or trephining, as 'a surgical operation for relieving the brain of pressure or irritation,' is at best vague. Similar remarks might be made on many notes.

It was, perhaps, almost inevitable that some errors should creep in, or remain undetected in notes on such a variety of sciences. But we confess that the number of such errors rather surprises us. We proceed to note some of these. Page 5: *pouce* = 'inch,' but it should be noted that the old French *pouce* was not the same as our 'inch.' Page 20: *désactivation*, not 'disintegration,' but 'loss of activity.' It is, in fact, called *dissipation de l'activité du gaz* three lines below. Page 42: *rochet*, in clockwork 'ratchet,' or 'click,' rather than as given in note. Page 44: *tous les mobiles du rouage*, *de la cadraturation et du remontoir*, 'all the motive power of wheelwork or winders'; why skip *cadraturation*? rather, 'all the moving parts of the train, dial movement and winding action.' Same page, next note: *laiton* = 'brass wire'—no, 'brass'; this is clear from the two preceding lines, besides being the ordinary meaning of *laiton*. Page 45: *remontoir à bascule*; why dodge *bascule* by 'patent winder'? rather, 'ratchet keyless winder.' Same page: *cuvettes*; the balls of a bearing do not run in 'domes,' but in 'cups.'

Page 87: *trenils*, 'wheels and axles'—i.e., pulleys, here probably 'winches,' or 'capstans,' another meaning of the word which certainly suits the context better. *la surface alaire*, 'the surface of the wings or sails'; rather, 'their wing-surface,' as it refers to the blades of the screw of the airship. *entre-toises transversales*, 'transversal cross-pieces'; better, 'transverse struts.' Page 94: *boisseau*, in '*le boisseau doit être renversé. Il faut prendre le flambeau à la main.*' The exact equivalent in English measure of the French bushel is beside the point. A reference to Matt. v. 15 would be more apropos. *laminage* = 'rolling.' No; the *laminage* of gold into gold-leaf is effected by 'beating.' Page 98: *cymes*, "'cyme," a term applied to any definite form of inflorescence.' Better 'any form of "definite" inflorescence' and explain meaning of 'definite.' Page 103: *onguiculés*, 'unguiculata' should be 'ungulata.' Page 111: *venin du mamba*, 'the poison of puff-adders'; the full phrase in the text is *venin du mamba noir*, 'poison of the black mamba' (or puff-adder); this is not pointless, as there are black mambas and green mambas. In Natal they are generally spoken of as mambas, not puff-adders. Page 122: *naticoïde*, "'naticoid"—i.e., of the genus *Natica*, of the family of the Naticidae.' No; 'naticoid' means 'natica-shaped.' The escargot *Helix aperta* is in question. The Helicidae and Naticidae belong to totally distinct orders. But the *Helix aperta* has a less markedly spiral shell, in which respect it approaches somewhat to the shape of the shell of *Natica*. Page 131: the formula of sulphindigotic acid requires an O_2 instead of O_4 ; and that of isatine a O_8 instead of C_8 . Page 133: Tanin: 'tannin gives dark-coloured precipitates with ferric salts. By this action common ink is made.' Where is the ink coming from if we get a precipitate? Compare Bernthsen, 'Organische Chemie,' p. 423: 'Die wässrige Lösung (d.h. des Tannins) wird durch Eisenchlorid dunkelblau gefärbt.' There is your ink. We have

checked the reaction by actual test before writing this. Page 224: *la paupière nyctitante*, 'the nyctitating "membrane" . . . characteristic of birds. . . .' In the text it is referred to as a normal thing in dogs. The zoologists recognize it as a typical structure in the adult vertebrate, though reduced in man to a vestigial fold. Page 157: the formula of brucine requires C_{23} instead of C_{22} . Page 161: under *vapeurs éthérées* delete comma between 'chemically' and 'pure.' Page 167: *d'émulsionner les graisses*, 'to make fatty substances into emulsions'; rather, 'to emulsify the fats,' the regular phrase in physiology. Page 168: *Céphalopodes*. 'Their ventral surface is an enormously developed muscular foot, provided with tentacles and suckers.' Not very clear. Perhaps better: 'The "arms" which surround the mouth are modifications of the molluscan "foot."' They are not enormously developed in all the Cephalopods. Page 187: *trenil à vapeur*, 'steam wheel and axle'; better, 'steam winch' or 'donkey engine.' Page 10: *l'oxygène privé en partie de son élasticité*—oxygen in the nascent state. No; translate literally. It is wrong to read later theories and phraseology into Berthollet's words. Moreover, it is clear from the whole piece descriptive of Berthollet's theory that 'nascent state' does not suit the context. Page 17: *la fécule de pomme de terre*. 'Fecula is the sediment, or lees, which subsides from an infusion of many vegetable substances, especially applied to starch.' Compare Littré-Beaujean: 'Fécule. Autrefois, nom donné aux matières qui se précipitent des sucs obtenus par expression. Aujourd'hui, substance analogue à l'amidon qu'on retire de diverses plantes. Fécule de pommes de terre.' The note should be simply 'potato-starch.' See any description of the autochrome process. Page 38: '*M. Jablochkoff* constructed the first commercially practical electrical candle.' This is what the text tells us, yet it is not a translation. Rather a pointless note. Our note has the word 'first.' What were the 'later' electric

candles? Instead of 'electric candle' in note read 'arc lamp.' Then all is clear and to the point. Page 40: *Swan*. The notes here might be improved by the addition of a reference to the latest form of incandescent lamps, such as the Tantalum and Osram lamps, especially in view of the last sentence of the text of this

piece. Page 46: *bobine*, "'core' (of wood)"; not 'core,' but 'drum.'

It would appear that the notes need considerable revision before the student can consider them reliable.

We would suggest the addition after each author's name of the dates of his life, or of the date of publication of the extract.

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY.—The tercentenary of the birth of John Milton, who was born on December 9, 1608, will be celebrated at Christ College by an exhibition of 'Miltoniana.' Dr. George C. Williamson and Mr. A. E. Shipley, F.R.S., are getting together what is hoped will form the most complete exhibition of busts, paintings, prints, and miniatures of the poet that has ever been shown. Such early editions of Milton's works as are available will also be on view, and in the catalogue of these, which Mr. Charles Sayle is kindly preparing, the homes of others which, owing to the regulations of the libraries, cannot be lent, are indicated. It is intended that the exhibition will be open for some hours a day, probably from 12 noon to 1 p.m., and from 2 p.m. to 4 p.m., during the latter half of June and for a week in July. The college proposes to give a dinner on Friday, July 10, to celebrate the tercentenary, and on the same day some students will present 'Masque of Comus,' with the music by Henry Lawes.

CAMBRIDGE UNIVERSITY.—The titular degree of Master of Arts *honoris causa* has been conferred on Major Martin Hume, editor of the State Papers of the Reigns of Henry VIII. and Elizabeth, and author of Lives of Lord Burghley and Sir Walter Raleigh, and of Histories of Spain and the Spanish People.

CAMBRIDGE UNIVERSITY, GIRTON COLLEGE.—College Scholarships of £30 each have been awarded to Miss M. Soman (Norwich High School) and Miss F. E. Harmer (City of London School), bracketed

equal in Modern Languages. An Exhibition of £15 has been awarded to Miss H. M. Hetley (Sydenham High School) for French and German.

MANCHESTER UNIVERSITY.—Mr. Edgar Prestage, B.A. Oxon, has been appointed Special Lecturer in Portuguese Literature; and Mr. Joseph Hall, M.A., D.Litt., Headmaster of the Hulme Grammar School, Special Lecturer in Middle English.

OXFORD UNIVERSITY.—The degree of D.Litt. *honoris causa* has been conferred on Mr. T. N. Toller, M.A., formerly Fellow of Christ's College, Cambridge. Dr. Farnell, in presenting Mr. Toller to the Vice-Chancellor, dwelt upon his services to the study of the English language and its sources, as well as in the capacity of Professor at the Victoria University, as also in the enlargement and completion, for the Clarendon Press, of the Saxon Dictionary, commenced many years since by the late Professor Bosworth, thus constituting a special claim upon the recognition of the University.

OXFORD UNIVERSITY.—The Goldsmiths' Company have offered £10,000 to the Appeal Fund for the establishment of a Readership in English Language and Literature.

OXFORD UNIVERSITY, SOMERVILLE COLLEGE.—An Exhibition of £35 has been awarded to Miss Doris de Zouche (Liverpool High School) for Modern Languages; and Exhibitions of £25 to Miss Nellie

Henderson (City of London School) for English, and to Miss Constance Todd (St. Felix School, Southwold), for Modern Languages.



READING, UNIVERSITY COLLEGE.—Mr. F. Bernard Bourdillon, B.A. Oxon, has been appointed Lecturer in German and Warden of Wantage Hall.



ST. ANDREWS.—The Committee for the Training of Teachers has appointed Mr. Robert Jackson, M.A., to be Lecturer in Phonetics and Assistant Master of Method.



Miss F. M. PURDIE, the very successful Headmistress of the Exeter High School, has been appointed Headmistress of the High School at Sydenham. Mindful of the many services Miss Purdie has rendered the cause of Modern Language Teaching and our Association, we rejoice in this appointment, and wish her many happy years of satisfying work in her new sphere of activity.



Mr. ERNEST HUGH McDUGALL, Professor of English History at Elphinstone College, Bombay, since 1905, died on April 11 at Malvern, at the age of thirty. Educated at Haileybury and at New College, Oxford, where he graduated M.A., Mr. McDougall entered the Indian Educa-

tion Service in 1896, and in that year was appointed Professor of English Literature at Deccan College, Poona. He was a Fellow of Bombay University, and the author of several educational and historical works.



The delegates of the Oxford Local Examinations have resolved to add Esperanto to the list of subjects for the Senior Examination; it is included in the timetable for 1909.



Under the auspices of the International Visits Association a visit has been arranged this year to Norway. The usual Course of Lectures on the characteristic features of the country, its history, institutions, and literature, will be held in Christiania, from August 18 to 27. Among the lectures may be mentioned one on the 'Vikings,' by Professor Alexander Bugge; on the 'Landsmaal,' by Professor Hoegshad; on 'Wergeland,' by Mr. Hans Eitrem. In connexion with the 'Ibsen and Björnson Week,' which will be in progress at the National Theatre during the visit, a lecture will be given by Dr. Collin on 'Peer Gynt' and 'The Norwegian Peasant in Björnson's Novels.' Programme of the lectures and any further particulars of the visits may be had from the Hon. Secretary, Miss F. M. Butlin, Old Headington, Oxford.

GOOD ARTICLES.

JOURNAL OF EDUCATION, April, 1908: The Training of the Secondary Teacher (J. Strong); The Descriptive Touch and Imagery in the Teaching of Literature (W. Macpherson). May, 1908: A Woman's Club in Paris (E. C. Matthews).

SCHOOL WORLD, April, 1908: An English Teacher's Working Library (N. L. Frazer). May, 1908: Common Faults in French Pronunciation (S. A. Richards); The Teaching of English in American High Schools (W. H. Winch); Some Duties and Difficulties of an Editor of Text-books—II. (C. Brereton); The Teaching of English Composition to Upper Forms (Katharine R. Heath).

EDUCATIONAL TIMES, April, 1908: Practice and Prejudice in Education

(J. W. Adamson). May, 1908: the same (concluded).

SCHOOL, April, 1908: Shakespeare in London (E. Young). May, 1908: The Use of the Library for Purposes of Reference (E. Young); Elasticity (G. H. Clarke).

DIE NEUEREN SPRACHEN, April, 1908: Die Muttersprache im fremdsprachlichen Unterricht—Schluss (H. Büttner).

LES LANGUES MODERNES, April, 1908: Traducteurs et Poètes: C.-M. Garnier et E. Legouis (F. Delattre); Réaction et Progrès (A. Pinloche).

MODERNA SPRAK, March, 1908: La Loi des Trois Consonnes (F. Leray). April, 1908: the same (concluded).

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 5

JULY, 1908

LOOKING FORWARD.

BEFORE this number of MODERN LANGUAGE TEACHING appears, the Association of which it is the organ will have come to a decision which bids fair to lead to important developments.

The members of the Modern Language Association are aware that the arrangements for publishing the *Modern Language Review* have for some time occupied the earnest attention of the various committees. Professor Robertson, its most able and energetic editor, has long realized that an increase in the size of the *Review* is essential if it is to become adequately representative of British scholarship. This conviction is shared by all who are interested in the *Review*. An increase of size necessarily implies an increase of cost, and the arrangement by which the *Review*

is supplied to members of the Association can no longer be maintained.

The connexion between the *Review* and the Modern Language Association is, however, not to be severed. There are many who would regard such a separation as little short of a calamity. In the nature of things it is inevitable that our Association should contain various elements if it is to be truly representative. That the bulk of its members should be teachers in schools is a matter of course; but it fortunately includes also a notable proportion of Modern Language Professors and Lecturers at our Universities, and of private scholars and lovers of the modern languages and literatures. It is of supreme importance for the health, growth, and activity of our Associa-

tion that all should work loyally together, whatever be the direction in which their chief interests lie.

When we consider the work which the Association has been doing during the last few years, it will be conceded that the record is not one of which we need be ashamed. On the other hand, no one will be so easily contented as not to feel that a great deal remains to be done; and in order to do it we must exert ourselves to the utmost. Those who have a knowledge of the inner working of the Association are able to bear witness how strenuously the members of the General and Executive Committees have worked, and there is no reason to think that they will relax their efforts. But the ordinary member also can help, and there is no better time than the present.

The activities of the Association have often been hampered by lack of funds. We believe that the funds at the disposal of the Association are used to the best purpose, but with more money much more could be effected. We must have more members; and a determined effort is now to be made to increase our numbers.

The annual subscription is to be reduced to seven shillings and sixpence, and those who join the Association in September will pay only eight shillings and sixpence for the period ending in December of the following year. This will come into effect at once. It is earnestly hoped that this will lead to a marked increase in our membership. Not long

ago the Secretary issued an analysis of the members on our list, and many realized for the first time how small a proportion of women teachers belonged to the Association.

Now the women teachers of Modern Languages are doing splendid work. They are keen and conscientious; they take the greatest pains to perfect their knowledge, and they are ever anxious to improve their methods. Their salaries are, however, in many cases inadequate, and half a guinea may well have seemed prohibitive. The reduction in the subscription has been welcomed by many as likely to lead more women teachers to join, but it is not enough merely to reduce the subscription. We call upon all our members to become very active canvassing agents of the Association. It is clear that greater numbers mean not only more funds for carrying on our work, but greater influence and weight for the Association.

To many members the reduction of the subscription will be welcome, and we are glad for their sakes that it has been reduced. But there are many to whom it is a matter of no personal concern, and these we would remind that seven shillings and sixpence is the *minimum* subscription. Are we asking too much in pleading that such members should continue to contribute their annual half-guinea—or even more—to the Association? Let them remember how much remains to be done; they may rest assured that the money will be well spent.

To return to our publications: more funds will mean the possibility of increasing the size of MODERN LANGUAGE TEACHING and rendering it more attractive. It is not because we love small type that we have used it so frequently of late; it is because we are limited to thirty-two pages. With the help of our members it may be possible before long to extend the limit to forty, or even forty-eight pages.

The *Modern Language Review* will no longer be sent to our members without extra payment; that is, of course, out of the question. An arrangement is, however, to be made by which our members will obtain it at a much reduced price, and we earnestly hope that a good

number of our members will subscribe to it. That number will be an indication of the extent to which our Association is ready to encourage scholarship and research, without which Modern Language work is but a statue with feet of clay. It would be a disgrace to the Association if it allowed the *Review* to suffer through lack of support.

We do not believe that support will be lacking. We are full of courage and hope. Our Association numbers in its ranks a great band of enthusiastic workers; in the near future it will have a far greater number, inspired by the same fine enthusiasm. Now is the time for winning recruits; now let us put forth our best efforts.

THE BOARD OF EDUCATION AND MODERN LANGUAGES.

THE new regulations for secondary schools which come into force on August 1 are of great importance for the study of modern languages in this country, and indicate a clear desire on the part of the Board that this important branch of a liberal education should be allowed to develop freely, unhampered by any puzzling and exasperating restrictions.

To the lay mind the old regulations seemed to imply that Latin was to be regarded in the light of the *summum bonum*, from which language all pupils would pass to French, and in the case of the gifted few to German. The effect of these

regulations was to elbow German out of the curriculum, and the language has been gradually losing its hold in our secondary schools for girls as well as boys.

That this was the case is amply proved by statistics now in the possession of the Modern Language Association and of the Society of University Teachers of German, and we understand that it is the intention of these bodies to make public in due course the facts which these statistics reveal.

It is not, however, necessary at the present time to pursue this side of the question. It is our pleasing duty to recognize the liberality of

the Board in removing what seemed to us an untoward obstacle to the study of modern languages—more particularly of German—and to draw attention to the prospects which this reform opens up for a more intensive study of modern languages in our schools.

In schools with an early leaving age it will probably be found that an alternative course of French and German will become quite as much sought after as the more usual one of French and Latin. Given skilled teachers, there is no reason why boys and girls who leave school at the age of sixteen or seventeen should not have attained a thorough working knowledge of French and German, without having in any way forfeited the training in precision and exactitude which, for some occult reason, is more usually associated with the study of ancient tongues.

With a leaving age of eighteen or more we can look forward to reasonable facilities for a more thorough mastery of at least three foreign languages, and we hope that the excellent practice which is found in some schools of arranging for the genuine classical pupil to attain a useful working knowledge of *both* French and German—the last-named language being studied in the two highest forms of the school—will be further developed. On the desirability of this step there is not likely to be much difference of opinion among educationalists.

The Board give no hint of the

provision of different types of schools in the same area, and we conclude that they are not at present in favour of various types of secondary schools.

The sharp demarcation into Gymnasium, Realgymnasium, Oberrealschule, and Realschule, is not in any way hinted at in the new regulations, but it is emphatically laid down that provision is now made for alternative courses within the schools. In other words, it is now possible for the majority of schools to arrange their time-tables so as to provide alternative courses in Greek, Latin, and one or two modern languages: Latin and two modern languages, or two modern languages without Latin:

If these options are prudently and impartially administered in the schools, where we believe and trust they will be welcomed, there should be a considerable levelling up of the standard in language teaching generally.

Something is to be said in favour of one school with three so-called sides rather than three separate and distinct organizations. There is, in the first place, an economic gain in relatively small areas which could hardly support three schools of distinct type; again, the presence of schools of distinct type in the same area sometimes tends to mark social distinction or the reverse, and thus leads to a certain snobbishness which all true friends of education deplore.

At the same time there is a danger that secondary schools, as

well as elementary schools, may be allowed to grow to an unwieldy size. Numbers exercise, we fear, a magical spell on the pedagogic mind, and Boards of Governors like to exhibit the legend, 'House full: standing room only,' and to swell their exchequer by admitting pupils in excess of the legitimate accommodation of the buildings, thereby endangering the quality of the teaching and the health of the staff. Where these conditions prevail, and in large areas, it would be well to attempt the experiment of differentiation in the type of school. When such an experiment is tried, one of the conditions of success will be that the fees charged in every type

of secondary school in the same area should be the same. We do not want cheap modern schools employing cheap labour, and providing a cheap and therefore scamped education.

We wish to see modern sides and modern schools manned by highly qualified trained teachers who impart instruction on rational lines, and whose vitality is not impaired by excessive hours of work, or mental vision dulled by the contemplation of the *res angustæ domi* when the climacteric is attained, and by the prospect of the old age pension, which they certainly will have to claim under present conditions—if they ever attain the age of threescore years and ten.

THE USE OF MODERN METHODS OF TEACHING FRENCH AND GERMAN WITH A VIEW TO TRAINING IN LITERARY APPRECIATION.*

My paper is frankly egotistical. Not being an inspector or even a peripatetic teacher, my opportunities of observation are restricted to my own school. If I seem to speak too much of that, I crave your indulgence beforehand. Circumstances limit me, not choice.

I have tried to base all I have to say on the concrete. In Modern Language work an ounce of experiment is worth many pounds of theory. I have tried to avoid the

illusory treatment of the pure theorist by recording individual cases.

I have approached the problem from the point of view with which I am most familiar—a girl's high school where the leaving age is eighteen to nineteen, and where a liberal education, including the teaching of more than one foreign language, is given.

My remarks are largely based upon the teaching of French. Here, in the North, I believe German is still widely taught. In the South, unfortunately, German has been of late years very largely curtailed, in

* Report of lecture given by Miss Purdie (Head-mistress, L.C.O. Secondary School, Sydenham Hill, late Head-mistress Exeter High School) at the Education Offices, Leeds, Saturday, May 16, 1908.

some cases ousted, by Board of Education regulations in favour of Latin. What I say of French, *mutatis mutandis*, applies also to German.

First, what does appreciation imply? I think we may postulate three qualities: (1) understanding; (2) sympathy; (3) an imaginative insight.

How far do modern methods compare with the old methods in evoking and training these qualities? How far do modern methods achieve their goal? Let us take first appreciation in its widest sense. How do the modern methods compare with the old in evoking appreciation of the French national genius—the French character, institutions, daily life? There can be no doubt of the answer. In the great majority of cases a quarter of a century ago French was regarded in schools as the lesson which, above all others, bored by its pointlessness, its lack of connexion with practical life, its monotony, its deadliness. Such interest as the lesson had was usually not a spontaneous interest, but a fictitious and extraneous one stimulated by the desire for marks and prizes. Now, judging at least from my own school, it is the favourite lesson in the day, the one that would most reluctantly be spared, most gladly be duplicated. It produces a keen desire to meet and converse with the French, a passionate longing to go abroad at the earliest possible moment, an extraordinary avidity in the direc-

tion of reading French papers and stories, singing French songs, acting French plays, and memorizing French poetry. Interest, love, and sympathy are aroused; comprehension is insured; the French language becomes the vehicle of thought and self-expression; where difficulties to complete understanding occur, a trained imagination comes in to interpret.

But can we claim that the modern methods do more than this, and lead on to an appreciation of literature of the foreign tongue? If they do not, then surely they must be held to have achieved a very partial victory, and the advocates of the translational methods may with justice urge that the success we claim for our oral methods carries us only a little way on the path of true excellence, and that the better part, that of literary appreciation, is their prerogative and theirs alone.

Here we reformers must, I feel, use strenuous self-examination and see whether, in our laudable endeavour to secure ease of self-expression in the foreign tongue, accuracy of pronunciation, and a reasonable fluency and range of vocabulary, we have forgotten the weightier matters—a sense of style, an ear attuned to catch the subtler harmonies of speech, and a love for the masterpieces of literature. Fluency, facility, accurate pronunciation—excellent in themselves and an untold boon to the rising generation. But these things ought we to have done, and

not to leave the other undone. Is fluency, after all, our utmost goal? or is it only one means to an end—an end far nobler and more enduring? We all know the girl who has 'finished her education' by a couple of years' residence abroad, and who comes back to patter French and German to her delighted relatives. But, as a rule, what a tedious, superficial creature she is! Fluency there is, yes; but it is the fluency of a babbling brook, not the majestic flow of the deep, broad river. That is the danger which I think confronts some of us reformers—a fluency of the lips, but not a fluency of the mind. Pictures, songs, phonetic charts, questionnaires, conversations—nothing could be more excellent; but what do they lead up to? Do we stop short at them? *Finis coronat opus*. The work of the V.s and VI.s is the real test of the method in use in the school. Granted that these methods lay a sound foundation, are we regarding them as we ought, as foundation simply, and seeing to it that a noble building is reared? That at least in V.s and VI.s the work is mainly literary? That when our girls and boys go up to the University at eighteen or nineteen they go up with a mind richly stored with the best French and German literature, both classical and modern, and with such a power of enjoying those literatures that they turn to them for recreation as they would do to the great English writers? Nothing less ought to be our aim, and I venture to think

that under favourable conditions its achievement is quite within the bounds of possibility.

We reformers are quite as stern with ourselves as are our critics, but to criticism, whether internal or external, let us at this point make one appeal—for patience. It is only ten years since the gospel of Reform was widely and efficiently preached. True, the herald of the new gospel had appeared in 1881, but I think it was not till 1898 that the movement began to make headway, and that materials, in the way of books, lectures, experiments in schools, began to accumulate. For four or five years more it was all experimental and tentative; then the movement won the day, and even examining bodies began to be converted.

The result is that for practical purposes the movement is only five or six years old—*i.e.*, half a school generation. Girls who began on New Method lines in the First Form are now in the Upper Fourth—*i.e.*, just the stage before that at which the more purely literary study was to begin. The next three or four years, then, will be the crucial years, and in 1911 or 1912 we must examine ourselves afresh and see how far the aim I sketched above has been fulfilled.

Remembering, then, that very few, if any, schools in England can at this moment show a VI. trained in French and German throughout on New Method lines, may I briefly sketch for you a picture of the VI. Form at the school which up to

Easter last I had the honour of representing? There are five girls in this Upper VI., aged seventeen and a half to eighteen and a half. None of them has been in the school more than four to five years. All of them had learned languages on the grammatical and exercise principle previously. Thus they represent a very transitional state of things, and by no means the ideal. They are also fettered, and have been fettered all along, by the chain of the god that the English people believe in—examinations. They are going in for the Cambridge Higher Local.

They have five French lessons a week, of forty to forty-five minutes each, and one longer lesson lasting about an hour and a quarter. This longer lesson has been devoted in the autumn and spring terms of this year to the reading of classical French plays of the set period. Two mistresses take parts, and the Lower VI. joins in, and one or two old girls, so that the numbers swell to about fifteen, an ample number for dramatic reading in parts. The reading takes place in the hall, the various *dramatis personæ* reading from the platform. Sometimes the play is finished or nearly finished, at one reading, sometimes it has to be finished the following week. Thus one play lasts a week or a fortnight. In the two terms up to Easter, 1908, they had thus read sixteen French plays—*i.e.*, the greater part of Corneille, Racine, and Molière—and it was my intention to devote part of next

term to the plays of modern French writers.

But other lessons in the week must be given up to the preparation or revision of these plays; accordingly one lesson is a *causerie* on the more literary aspect of the play, the girls discussing with the mistress, in French, points relative to plot, characters, situation, etc. Sometimes such subjects are given out beforehand, to be looked up in French literature or thought out and prepared with a view to *récit* work in class; sometimes papers are written *after* the discussion, thus bringing free composition into play.

In greater detail are studied the books set for the Higher Local set period, including some of the plays.

Concurrently, a study is made of French literature—at least that of the set period—and in connexion with this essays are written. The book we have used is Lanson. Grammatical and philological work goes on side by side with the literary work, but of that I need not now speak. It is found advisable to give one lesson a week to discussion of difficulties met with in reading, and the translation of a few carefully selected hard passages, so that the work may not lack thoroughness; this translation is sometimes impromptu, sometimes written, to test care in preparation.

To German, four lessons of forty to forty-five minutes are given a week, as well as one long afternoon lesson which is devoted to the reading in parts of German plays. This is a small class, but the readings

are very lively and much enjoyed. Eight plays have been read in rather more than a term—taken from Goethe, Schiller, Grillparzer, and Kleist. Of these, half have formed the subject of detailed literary treatment.

On the subject of Sixth-Form literary French training, I have had the advantage of comparing notes with a teacher on Reform lines whose experience is two or three years in advance of my own. She, too, is limited in choice of books and authors by the exigencies of the Cambridge Higher Local. But in method I found we were strangely similar. Her material, like mine, consists of girls trained from the beginning on the intensive method, but as she teaches them herself only one lesson a week (another mistress taking other lessons), she prefers to read fewer plays and to go into them in greater detail. She takes them, act by act, with part-reading. At the end of such act a *résumé* is given by the girls, sometimes *viva voce*, sometimes written. This test of comprehension is supplemented by occasional translation, which may be, again, either impromptu or prepared. For free compositions such subjects are set as the following: character sketches, analytical surveys, discussions bearing on the plot, sequence of action, unfolding of character. These and kindred topics are discussed from time to time in class, preparatory to or following on the essay. Due attention is paid to scansion and analysis of rhythm. In this connexion let me mention

the excellent school editions published by Garnier Frères—annotated French editions of standard works. The workmanship in them is often far superior to that of English school editions, and the analytical appreciations are excellent. For a class accustomed to work wholly in French they are probably the best obtainable.

Now I want you to notice the presuppositions of such VI.-Form work:

1. Some measure of fluency and self-confidence in reading.
2. Accuracy of pronunciation.
3. Sufficient vocabulary and sufficient acquaintance with grammar to enable the eye and the ear to take in without strain the general sense of what is read.
4. For success—enthusiasm.

These are just the qualities postulated above as constituting the foundations which the new method lays down, and which the old method so conspicuously failed to attain.

But, creditable as this work may perhaps be considered, it is very far from representing my ideal. Let me briefly sketch a possible future of my Exeter Upper IV., girls now of thirteen to fourteen, who for the last five or six years have worked wholly on Reform lines. Their work at present comprises four lessons a week and only one and a half hours of preparation. It may be classified as follows:

1. The use of a reader with questionnaire.
2. Free composition.
3. Dictation.

4. Grammar deduced from the reader, and a diligent study of all verbs they meet, regular and irregular, in all tenses and moods.

5. Grammatical exercises correlated with reader.

6. Memorizing, chiefly of poetry, songs, and short plays.

To take first the reader. This is a source of great embarrassment to us. Daudet and Dumas are favourite authors with this form, but they gallop through the books we provide for them, swallowing up in one week what under old conditions would have lasted at least a term. For class work we insist on a questionnaire, that the book may not be simply read, but be marked, learned, and inwardly digested as well—and how few are as yet provided with a good questionnaire! I mean a questionnaire worked through before publication with a class, not one that represents a few hours' labour in a study. All is grist that comes to these children's mill, provided it be in French—the French Bible, French newspapers, French novels ransacked out of forgotten corners at home. Read they must, but it is to be in French.

Next, the free composition. This is based either on the *récit* work done previously in class on the reader or on a short story that has been read to them in French or English, the substance of which is reproduced. It is important to correlate the free composition with good models to prevent lapse into slovenliness, so that from time

to time composition is dropped and a good piece of prose is learned by heart instead. But the teacher of this form has need to be a very versatile person, and as the children outstrip the publishers in their zeal for stories suitable to thirteen to fourteen, she is sometimes driven, in the absence of a book, to read to them a short story or other sketch from some modern author. How their eyes gleam when *Mon petit Trotte* or a book of anecdotes is opened! And for three-quarters of an hour the class of twenty sits spell-bound, enjoying not only the story, but the felicities of the narration, almost as much as would you or I.

Here, then, it seems to me, is a possible beginning for one kind of training in the appreciation of literature, a device hit upon almost haphazard, but capable of indefinite extension. And here let me lay stress on the supreme importance of good reading and plenty of it. It is a matter in which the teacher cannot take too much pains to perfect herself. Good reading, good recitation—occasionally, perhaps, the use of the gramophone, but I think only occasionally—and then by degrees the reading in parts of the simpler comedies, and at last the great dramas of French literature, not necessarily prepared beforehand. It is amazing how difficulties vanish under wise direction and a sympathetic interpretation.

There are five ways in which, in addition to free composition and grammatical work, I should look

forward to this form's study in the next four years :

1. Extensive reading.
2. Intensive reading.
3. Memorizing.
4. Translation.
5. A cultivation of the art of description and narration—in a word, a sense of style.

1. *Extensive Reading*.—One lesson a week I would keep for rapid reading. This might take the form usual in English work, where several chapters are set for home-work for the week, and the one lesson is given to discussion (either *viva voce* or written) of subjects arising out of the subject-matter ; or questions on those pages might be set in French to be answered in French ; or difficult pieces might be selected from the passage for the week, and the class asked to construe either *viva voce* or in writing, or, again, to give the substance in their own words in French. It will be well to vary the lesson and to keep in it the element of surprise. The aim should be thorough apperception by the pupils of the books thus rapidly read, and this in time might lead to the study of a period, with set authors each term, the class having grown accustomed to read for themselves, test the thoroughness of their reading, and form their own conclusions. Lastly, as in the English course, critical essays could be written, one a week or one a fortnight, ample time for private reading being secured in between.

In connexion with this extensive

reading, I would also, by means of form libraries in French and German, encourage a habit of reading foreign books as a recreation. The form library would have to be chosen very carefully, with due grading in difficulty, so that on the one hand discouragement might not ensue from difficult or abstruse books being supplied too early, and on the other hand the dignity of the form not be insulted by literature of too childish a type.

2. *Intensive Reading*.—Another lesson a week might be devoted to a very careful detailed study of a much more difficult book. The study might well be both grammatical and literary, and translation should be freely employed, but care should be taken that only a very high level of translation should be permitted. Only books of the highest literary excellence should be eligible for this intensive reading, as each one will leave an indelible impression, and the number so read will be very limited. For the subject-matter of this intensive reading I was at first nonplussed, at least as regards the first two years—*i.e.*, Lower and Upper V., for the work of the VI. might well continue to follow Higher Local lines. At this point—Upper IV.—you remember my experience fails me, and for girls of thirteen to fourteen to sixteen I am obliged to bode forth a visionary scheme. Given the power and rapidity of reading and the enthusiasm I have described above, could we not imagine these children as somewhat in the same

position as French children, though allowing them to follow a year or two behind, and draw upon the experience of our French colleagues in mapping out their course? I have consulted the Plan d'Études for Secondary Education in France, and I find for the Classe de Quatrième, which I think would more or less correspond with the class I have in view, the following list from which the teacher may choose:

Morceaux choisis de prose et de vers des classiques français.

Corneille, *Scènes choisies*.

Molière, *Scènes choisies*.

Racine, *Athalie*.

La Fontaine, *Fables* (les six derniers livres).

Boileau, *Le Lutrin*.

Fénelon, *Choix de dialogues et de fables*.

Voltaire, *Charles XII.*; *Siècle de Louis XIV.*

Portraits et récits extraits des Mémoires du XVII^e et du XVIII^e siècles.

Chateaubriand, *Récits, scènes et paysages*.

Michelet, *Extraits historiques*.

Choix de poètes du XIX^e siècle.

That seems to be a very suggestive list for reading for such a form as I had in mind.

The Classe de Troisième (fourteen to fifteen) has a more extended list:

Morceaux choisis de prosateurs et de poètes des XVI^e, XVII^e, XVIII^e, et XIX^e siècles.

Portraits et récits extraits des prosateurs du XVI^e siècle.

Corneille, *Théâtre choisi*.

Molière, *Théâtre choisi*.

Racine, *Théâtre choisi*.

Boileau, *Satires et Épîtres*.

Lettres choisies du XVII^e et du XVIII^e siècle.

Chefs-d'œuvre poétiques de Lamartine et de Victor Hugo.

Chateaubriand, *Récits, scènes, et paysages*.

Michelet, *Extraits historiques*.

This Classe de Troisième is the first where continuous composition is taught, and at this point a *précis* of French literary history is put into the hands of the class.

The French Classe de Seconde and Classe de Première have an interesting list of authors which might well prove suggestive as an alternative to our Higher Local Syllabus. Notice the stress that is laid on Morceaux Choisis. The value of this in the teaching of French literature is endorsed by some of our best Reform teachers.

Mr. Hartog in his recent book, *The Writing of English*, tells us: 'The use of the Recueil de Morceaux Choisis is regarded as an essential element in the teaching of the mother-tongue. These extracts from classical authors are almost invariably chosen so that each forms a complete piece in itself; and the French boy who has not scraped some acquaintance with the prose of Bossuet, Fénelon, Pascal, La Bruyère, Montesquieu, Mme de Sévigné, Voltaire, Rousseau, Buffon, Diderot, Chateaubriand, Mme de Staël, George Sand, Michelet, and with the dramas or poems of Cor-

neille, Racine, Molière, Beaumarchais, Victor Hugo, and Lamartine, to say nothing of contemporary authors, is hardly to be found.' (Mr. Hartog is speaking of higher *primary* schools!)

Note, too, the value assigned to La Fontaine. The first six books of his fables figure on the list for the Sixième and Cinquième, the last six for the Quatrième. Three years of possible fables! Why is this? Mr. Hartog has given us one answer:

'The pupils are taught to read great French authors and constantly to analyse what they read, to pass backward from the developed composition to the plan. Of all authors the one who serves French style best is the incomparable La Fontaine, incomparable for this purpose, because with perfect lightness of touch every fable is in itself a complete and definite composition, with not a word too much, and with each word adequate to its purpose.'

3. *Memorizing*.—In dealing with the work suitable to a Fifth Form, I have now dealt with extensive and intensive reading. My third requisition was memorizing. This memorizing should embrace both prose and verse—pieces complete in themselves, and chosen from the whole range of literature. There will be the descriptive passage; the short story; passages from great orators, historians, satirists; lyrics; drawing-room comedies; scenes from the great dramas. Every style is drawn on in turn. It might be well to

correlate this memorizing with the translation work which I come to next.

4. *Translation*.—My fourth suggestion was translation, the flower of language work. Notice that I reserve translation for the V.; it is to wait until speaking and thinking and dreaming in French has become second nature. Banish it till then. In the earlier stages use it only as a (sometimes) necessary evil. In the V. then, where conscious literary work begins, translation as an art is to begin. But here I would lay down many restrictions: (1) Limit translation severely to one short piece a week, very carefully chosen as a supreme example of style. (2) Put all the energies of teacher and taught into rendering that select piece into the most perfect English possible. (By the way, it is after you have hammered out the meaning and rendered it, with all its allusiveness, into the most perfect English prose or verse you are capable of, that I would suggest learning it by heart.) (3) Put this translation work into the hands of one teacher who, besides the power of arousing appreciation for the beauty of language as language, must be a master of style. Preferably she would be the head English or Classical teacher. She would take week by week in turn a passage from Latin, French, German, possibly Greek, correlate them as far as possible with one another and with the work of the form in English. She will be the mistress, not of a language nor of languages,

but of Language. If she is wise and has a free hand, she will correlate all the language work in such a way that, instead of studying figures of speech and of rhetoric, diction of prose and poetry, metre, and such-like exercises, in English as an isolated language, she will study them concurrently in all the languages known to her pupils. They will collect and classify examples from all alike, and will gain enormously from studying the varieties of the national genius in self-expression along these lines. What an awful waste of time and energy we too often see where parallel work is being done by several teachers of languages at once, with much overlapping and consequent confusion on the part of their pupils! In this connexion, may I most earnestly deprecate wholesale translation. Hardly anything so tends to blunt the sense of style; it is hardly possible, page after page, to maintain with rapid reading a high level of excellence, and carelessness in phrasing and rhythm is the result, if not actual slovenliness and inaccuracy.

5. *Style*.—My fifth point was a cultivation of the art of description, narration, etc.—command of style both in spoken and written French. How is this to be attained? This is the hardest question of all, and I cannot pretend to give an adequate answer. Partly, it will depend on the idiosyncrasy of the teacher, of her own powers of narration, which will serve as unconscious models, and upon her powers of sympathetic criticism. Remember

we have assumed that by the Fourth Form much fluency and facility in the foreign tongue has been attained; what we have to do now is to secure training in proportion, form, style. A high standard set in all English lessons (history, literature, etc.) will be of immense help; and here again let me insist on the economy affected by co-operation between specialists of the different humanistic subjects. Form, style, proportion in *viva voce* answering, and in set compositions: if we cannot secure them in the mother-tongue, how can we hope to secure them in another language?

But French models will undoubtedly help us, and in few departments of school life shall we turn for guidance and inspiration so eagerly and so gratefully to our French colleagues as in this work. Mr. Hartog has pointed the way and has suggested in foot-notes many books which will help us. Best of all, let us go to France ourselves and watch the lessons in the highest forms as far as they bear on the mother-tongue. We shall not lose our reward. Then there is the study—the close, patient, analytical study of French masterpieces of style, and the learning by heart that I have referred to, even in the highest forms. But all will really depend on the self-cultivation of the teacher, and the pursuit of a high aim—the aim, I venture to assert, of the best French teacher rather than of the average Englishman.

One word more and I have done.

In all the school work let the teacher's aim for the highest form be in sight from the moment of the child's entry into the lowest form. Let the French or German specialist plan out all the work of the school from lowest to highest so that every detail of every year shall contribute to the one great aim. Not a patch-work, where the work of the forms is thought out year by year, and the result is overlapping here, gaps and weak places there, one aim in one form, a totally different one in the forms below and above. No ; it is a great art we have in hand, this mastery in a foreign tongue of the secrets of her literature. Not without dust and toil will the goal be attained. See to it, you specialists, that from the Kindergarten to the Sixth Forms, every detail and every year is planned out to achieve, at last, the great reward.

I have spoken above of favourable conditions. But one characteristic of English life drives me to despair—I mean the restlessness of parents as

to their children's education. Continuity of education seems to be the last thing they care for. Cheap fees, cheap governesses, a fancied superiority of social status, the assumed superiority of foreign schools, these are paramount considerations ; but a definite scheme of ordered instruction and the consequent need for continuity in school-life, these rarely seem to enter their heads. Which of us with much experience of school-life but knows what a small proportion of our pupils pass up regularly through the school from the lowest form to the highest? The late-comers, the new-comers, taught on a very different system, if taught at all, cripple our work, ruin our forms. Till we can secure either the general recognition of the need of continuity of school-life, *or* State Regulated Schools, I fear it will be but rarely that the ideal French or German pupil, such as I have sketched, will be the product of our schools.

F. M. PURDIE.

DISCUSSION COLUMN.

WHAT IS THE BEST METHOD OF PUBLIC EXAMINATION AND INSPECTION ?

CONTRIBUTIONS for this column should be sent not later than September 15 to Mr. F. B. Kirkman, Lavengro, Norton Way North, Letchworth (please note change of address). This discussion closes in the October number.

VII.

MR. N. L. FRAZER

(*Croydon*).

A FEW weeks ago a distinguished scholar was inspecting a school on behalf of an ancient university. The form had been

reading Corneille, and in the course of the lesson had discussed—in French—matters philological and literary. At the end of the period the distinguished scholar had one question to ask : 'How do you *mark* them ?' he said. But, fortunately, the ancient universities are not the only

inspecting bodies in England, and most inspectors are sufficiently undistinguished to be useful.

To put the matter in a phrase, I think that the hope of the future in Modern Language Teaching lies in far more inspection and far less examination. The tendency of examination is to stereotype method, and although many interesting and useful experiments in examining have taken place in recent years, the tendency is still apparent. Besides, it is just as easy and just as tempting to cram candidates for 'Reform' examinations as it was for the older absurdities. If there is efficient inspection and plenty of it, outside examination can be reduced to the minimum required for professional purposes—that is, it can be restricted to the higher forms of school. In the middle and lower forms I would have none of it; occasional internal tests are not at present in question.

If it be granted that we are only examining at the end of a school course, many difficulties would seem to be solved; for we are no longer concerned with *stages*—where the *method* of presentment is all-important—but with a relatively large acquirement. Now that we are happily almost emancipated from the extremer type of purely philological examiner, it does not really matter very much whether a boy of seventeen—to take a mean age—is asked to show on paper his general proficiency in French by translation or by free composition, or by aided composition, or by syntactical exercises, or by formal grammar. A method of teaching which would not prepare a boy of such an age at the end of his course to acquit himself respectably in an examination requiring one or all of these subjects has little to commend it, be it never so 'reformed.'

In the oral part of the examination—unfortunately there are still examinations of repute in which an oral test has no necessary part—it should be possible for an examiner to adapt himself in a very short time to the special training of the examinee. Topics of a general character

could easily be found to test pronunciation and grasp of idiom without having recourse to the banalities which in the beginning of the movement did so much to hinder sound teaching along the lines of appreciation hinted at by Mr. Bridge in his contribution last month. Reading I hold to be an excellent part of an oral test, for there would be little difficulty in discovering whether the piece was really being read in the foreign or the mother tongue, and any exaggerated precision of pronunciation might conceivably be accounted a virtue, reflecting painstaking teaching, rather than a fault implying want of naturalness.

It may be said that in thus airily dismissing examinations I choose the easy way and ignore the tendency of the times—especially at a moment when the Board of Education seems inclined, in its new regulations, to emphasize their importance. But perhaps the Scottish Department has been wiser in throwing the full weight of examinations on the end of the school course in the form of Leaving Certificates. In any case, other correspondents are likely to follow the indications given in the syllabus for this discussion suggested by Mr. Kirkman, and to devote a large share of their attention to the details of examination rather than to inspection. I am well aware, however, that the fever for examinations—showing so tangibly, even if speciously, results and comparisons, and lending themselves so easily to advertisement—is not likely to abate in our present competitive system, and that if we must endure them in intermediate stages of teaching, we must supply such checks as to render them as little harmful as possible. I have, therefore, only to suggest—the suggestion is not new, it flourishes in certain places—that alternative schemes of work, indicative of method pursued, should be submitted by individual teachers, or that papers should be set by the examiners in consultation with the teachers or their representatives.

Inspection, which requires great experience and tact, largely evades rigidity of

method. To be really useful, it is necessary that the inspector should have an opportunity of watching the class at work in its normal course, not once only, or even more than once, with long intervals between; continuity and progression are essential. The merely sporadic form of inspection still favoured by some schools, who hug themselves with a minimum of inspection as with a cherished privilege, is of very doubtful value. In such case, it has been found well for the teacher to set a short test, correct it, and pass it on to the inspector, who then, with the test before him, talks to the form on this material. In this way the inspector is perhaps able to gauge the methods employed and the standards attained somewhat more definitely than by merely listening to an isolated lesson, and somewhat more sympathetically than by questioning the form without any further knowledge of their capacities. But after all, inspection has for its aim not so much the testing of knowledge as the securing of good methods by a species of free exchange in ideas and experiments, effected through the medium of a receptive and discerning inspector.

VIII.

MR. C. H. S. WILLSON

(*Lymm Grammar School*).

In the valuable and most interesting discussion now being conducted in your columns one clear point that has been brought out, in nearly all the contributions so far, has particularly struck me—*i.e.*, the almost unanimous desire for a cessation of Public Examinations in Modern Languages—at any rate, in our Junior and Middle Forms. Looked at from the point of view of the present chaotic and transitional state of much of our Modern Language Teaching, the multiplicity of examining bodies catering for all ages and stages surely cannot fail to be a very real evil. In this connexion it is important to remember that there has been in too many schools, so far, a third party to be con-

sidered as well as the examinee and the teacher—*viz.*, the headmaster. So long as these examinations exist, and the examiners dangle the bait—to wit, successes to be advertised in our annual list—so long the temptation will remain for the headmaster and the conscientious difficulty for the Reform teacher. Under existing circumstances it is hardly fair to argue that Modern Language teachers, for the most part assistant teachers, are always masters of their own or their pupils' fate in this important respect. I remember on one occasion apologizing to an inspector for the nature of the preparation in a class I was conducting, for a preliminary examination which they were to take in a fortnight's time. He acquiesced in my lament, and informed me that he was one of the examiners for the said examination. I naturally looked for better things in the next paper, but, alas! it was the same old round of feminines, plurals, and past participles. How are we to escape from this difficult situation? Mr. Atkinson seems to put his trust in the recognition of a school as being efficient, which is to serve as an antidote against advertisement and the desire for advertisement. But a recognition of efficiency will hardly destroy the rivalry in this matter of examination results existing between too many schools. Our best hope perhaps lies in the conversion of the headmasters themselves to the necessity of abolishing the greater part of these outside tests in the best interests of their junior pupils. To sum up my impression on this point, whatever the future may bring forth, the present seems to me to be eminently a time for the suppression, temporary or permanent, of these too numerous outside tests.

To turn for a moment to one or two other points raised in your suggestive syllabus, I was very interested to note that in the examination for Naval Cadetships at Osborne, the first question in French consisted of a passage of unseen French, which the candidates were requested to read through carefully, but not

translate. After this careful reading of the passage the candidate is called upon to answer questions on the subject-matter in complete sentences. I may be labouring under a delusion, but I must confess that I cannot see in what way, if a pupil has laboriously and carefully puzzled out the meaning of a passage, he is to benefit by not being called upon to reproduce his impression of the passage on paper. I was always myself under the impression that the ability to read and not translate from the foreign tongue was a very difficult art, and one that can only come after years of practice, as in the case of Macaulay's, ideal Greek scholar who should be able to read Plato in an armchair in front of the fire. Personally, on this point I deeply regret the present prejudice which appears to exist against set books. It is one which I am persuaded time and reflection will eliminate. While by no means absolutely confining the written and oral test to the text read, I would like to see it figure far more conspicuously than it does at present in examinations. A study of the papers on set books as they are usually set at present generally reveals the very fragmentary and unsatisfactory nature of the same. One or two passages selected at random, a few points of grammar or parsing on the old lines, and perhaps one question on the subject-matter, often to be answered in English. Dealt with in the proper way, and in conjunction with one or two other necessary tests, such as ability to translate an unseen passage and to read the same intelligently after five minutes' study, the set book should form the basis of all our work—translation, grammar, conversation, and reproduction. I should add, perhaps, that by 'set book' I prefer to understand the text selected by the teacher as most suitable for the particular class.

Turning for a moment to the question of oral tests, I cannot agree that to base the oral test chiefly on the set book would be putting a premium on cramming. For senior candidates the depth, variety, and range of question that can be drawn from

a good text ought to be, in the hands of an experienced examiner, a sufficient guarantee against any possibility of this evil arising. I would supplement with a reading test, and if questions of a general nature are essential, I would have them confined to two or three subjects in which the candidate was especially interested in his everyday reading—not in class reading. I think that an oral test on an unseen passage would be decidedly unsatisfactory, more especially for a nervous candidate, who could not possibly be expected to do himself justice under such conditions.

To touch, lastly, on the vexed question of Free Composition and the prose test. We have thoroughly decided in our minds that the old method of setting a pupil, after a certain amount of dosing in sentence-writing, to turn into French a continuous passage from an author, was asking him to do something which he was obviously quite incapable of doing. Ardent reformers then had resort to the opposite extreme of giving him a subject and letting him deal with it in his own sweet way. The evils of this system, especially for examination and marking purposes, are daily becoming more obvious. With a view to overcoming some of the chief difficulties which beset the path of Free Composition pure and simple, several excellent books have recently been published, in which an attempt is made to supply material for class composition, in order that there may be some co-ordination in the work produced by the pupils. This is certainly a step in the right direction. But in this new *via media* also it does seem to me that the *via media* of Reproduction is for the present the *via tutissima*. Such reproduction in an examination test may be either based on some particular incident in the set book or may take the shape, as in the Scottish Leaving Certificate, of a story read out by the examiner slowly, and reproduced by the candidates. Such a test appears to me effectually to meet the requirements of the case, while, in judicious hands, it should avoid the risk of excessive difficulty, which

was the chief drawback of the old system, and that of excessive vagueness and variety, a charge which may, with some justice, be brought against the new.

IX.

MR. A. T. POLLARD.

Your invitation to all and sundry to discuss Methods of Public Examination and Inspection induces me to send a few lines on the subject. The foremost requisite is that every effort should be made to do justice to the teacher. It seems to me that this result would be attained if the teacher were allowed to submit, in addition to the work done, a statement as to how it was done, and how it could be best tested, if tested by written examination; also, after the paper had been set to the boys or girls, a memorandum as to how far, in his or her opinion, it did test the work. The examiner would consider these documents in reporting. I do not see that a teacher can expect more: an examination has for its object not only to see that the teacher has done his work by good methods so as to produce results, but to give new points of view, to correct any narrowness or grooviness which may exist, to see that a teacher—in a school, at any rate—has not forgotten his relation to the forms above and below that which he teaches, etc. A perfectly free hand cannot be given to any teacher, except possibly in the highest form, when, however, he is generally more than sufficiently limited by the requirements of outside examination. I take the view that the teacher should not be associated with the examiner in the actual work of examination; one outside opinion on his discharge of his duties may be bad; if so, get another which is more to be trusted; but on no account let us lose the stimulus and correction resulting from outside points of view. I am old-fashioned enough to believe that examination of results is, on the whole, better than inspection of methods. I do not deny that inspection

is good in the case of young and unformed teachers, or on the introduction of new methods of teaching, as in the case of the Reform method, but surely a teacher must attain his teaching majority some day; he cannot, with dignity, be always under tutelage himself and never an adult. Again, the point that is all-important is to ascertain that a teacher does teach, not that he can do so, and examination alone is capable of testing the result on the pupils. In every line of life men are judged, and test themselves by results, and teachers cannot expect to be exceptions. Inspection is all very well as a basis for the recognition of a school, and to test the headmaster, particularly after a change of headmasters, or, it may be, the governing body—I mean, to see, once in a way, that a school makes a reasonable attempt, by good methods and adequate teachers, to carry out its obligations to boys and parents—its prospectus, in fact—but, except as an occasional thing, it is not very becoming or useful. An examination, however, should be oral as well as written, and I am inclined to think that the oral examination should come before the written, and should, in fact, be a guide to the examiner, who would then be acquainted with the conditions, in setting papers to be answered in writing. Personally, I have found inspection, in the case of a school, very unsatisfying; examination does not tell one all that one wishes to know, but, of the two, it tells a vast deal more than inspection. If my pen were equal to the task, I should like to write ‘A Counterblast against Inspection as a Substitute for Examination.’ Inspect anything else about a school that you like, but let visitations of the classroom by alien inspectors for the purpose of inspection be reduced to a minimum, and let examination, oral as well as written, resume its sway, with modifications.

I notice objection raised to the multiplicity of examining and inspecting bodies. If this indicates a desire to get rid of inefficient bodies, I am in sympathy with

it; but if it means that a multiplicity of such bodies is not a good thing, I differ *in toto*. I hear it said that one inspector says one thing, another another; but it is exactly because this difference exists that a multiplicity of inspecting bodies should exist. It is no doubt a nuisance to be directed to do this at one time and that at another, but a master or mistress can always grumble and enjoy the unlimited

sympathy of his or her colleagues. It does not seriously matter, and surely the grievance is nothing, compared to the injury inflicted on education itself by the stereotyping that would result from unifying the various inspecting and examining bodies. Every argument that Milton uses in the 'Areopagitica' against the censorship of the Press applies to such unification.

A TEACHER OF CLASSICS ON TRANSLATION.

To the June number of our esteemed contemporary, the *Classical Review*, Dr. W. H. D. Rouse, whom the Modern Language Association is proud to count as one of its members, has contributed an article on Translation, to which we would draw the special attention of our readers. This we can best do by extracting a few sentences, which will suffice to induce all interested in the question to read the article; they will be amply repaid. Dr. Rouse says:

'When we have learnt how to understand and to compose in English, and how to understand and to compose in Latin, we shall be then ready to transfer a literary piece from one to the other.

'The schoolboy is imperfect both in English and in foreign languages; it is obvious economy that he should learn and practise each of these subjects apart.

'He is not fit to transfer from one language to another anything that he has not learnt to understand in both—that is, the standard of his translation must be within the stage of his knowledge of the idioms of both languages.

'Familiarity with (say) Latin idiom cannot be gained by translating it into English, only by reading or hearing it in Latin.

'More Latin may be learnt from reading a book of Livy than from translating it; and more Latin from reading six books of Livy once than from reading one book of Livy six times.

'If we are right in desiring to concentrate attention on one thing at a time, and in avoiding breaks of continuity, these questions [on the Latin text read] and these explanations will all be in Latin.

'The master must not be afraid of talking over the heads of his boys; that is the way we learn our own tongue, and, if used judiciously, it is most effective.

'For mistaking the sense of a word there may be excuse, but there is none for nonsense.'

This should whet our reader's appetite. From Dr. Rouse we may all learn; and we do so with all the more pleasure as towards the end of his article he pays such a graceful tribute to the work of Modern Language teachers.

THE MODERN LANGUAGE TEACHER'S REFERENCE
LIBRARY.

Language.

General.

- W. WUNDT. *Völkerpsychologie. I. Die Sprache.* (Engelmann, Leipzig.) £1 14s.
 B. DELBRUECK. *Grundfragen der Sprachforschung.* (Trübner, Strassburg.) 4s. 10d.
 H. PAUL. *Prinzipien der Sprachgeschichte.* (Niemeyer, Halle.) 10s. English translation by H. A. Strong. (Longmans.) 10s. 6d.
 H. A. STRONG, W. S. LOGEMAN, & B. J. WHEELER. *Introduction to the Study of the History of Language.* (Longmans.) 10s. 6d.
 W. D. WHITNEY. *Life and Growth of Language.* Vol. 16 of the *International Scientific Series.* (Kegan Paul.) 5s.
 W. D. WHITNEY. *Language and its Study.* Edited by R. Morris. (Kegan Paul.) 5s.
 A. DARMESTETER. *La Vie des Mots.* (Delagrave, Paris.) 2s.
 K. NYROP. *Das Leben der Wörter.* Übersetzt von R. Vogt. (Avenarius, Leipzig.) 4s.
 O. JESPERSEN. *Progress in Language.* (Sonnenschein.) 7s. 6d.
 H. C. WYLD. *Historical Study of the Mother-Tongue.* (Murray.) 6s.

French.

Grammar (Modern).

- A. BRACHET & J. DUSSOUCHET. *Grammaire française.* Revised by Mario Rocques. (Hachette.) 2s.
 L. CLÉDAT. *Grammaire raisonnée de la langue française.* (Soudier, Paris.) 3s.
 G. C. CLARKE & C. J. MURRAY. *School Grammar of Modern French.* (Dent.) 3s. 6d. net.
 H. W. EVE & F. DE BAUDISS. *Wellington College French Grammar.* (Nutt.) 4s. 6d.
 G. STIER. *Französische Syntax.* (Zwissler, Wolfenbüttel.) 6s.
 A. TOBLER. *Vermischte Beiträge zur französischen Grammatik.* (Hirzel, Leipzig.) 3 vols. £1 3s. 6d.

Grammar (Historical).

- A. DARMESTETER. *Cours de Grammaire historique de la Langue française.* (Delagrave, Paris.) In four parts: *Phonétique*, by Muret; 1s. 8d. *Morphologie*, by Sudre; 1s. 8d. *Formation des Mots*, by Sudre; 1s. 8d. *Syntaxe*, by Sudre; 2s. Translated by A. Hartog. (Macmillan.) 12s. 6d.
 F. BRUNOT. *Histoire de la Langue française.* (Colin, Paris.) 2 vols. 12s. each.
 K. NYROP. *Grammaire historique de la Langue française.* (Harrasowitz, Leipzig.) 8s. each vol. 2 vols. issued; a third to follow.
 L. CLÉDAT. *Grammaire Élémentaire de la vieille langue française.* (Garnier, Paris.) 3s.

- L. CLÉDAT. Nouvelle Grammaire Historique du Français. (Garnier, Paris.) 3s.
- A. HAASE. Französische Syntax des 17. Jahrhunderts. (Franck, Oppeln.) 7s. Translated by Mlle M. Obert. (Picard, Paris.) 7s. 6d.
- A. DARMESTETER & A. HATZFELD. Le 16^e siècle en France. (Delagrave, Paris.) 5s.
- A. BRACHET & P. TOYNBEE. Historical Grammar of the French Language. (Clarendon Press.) 7s. 6d.
- A. T. BAKER. Outlines of Historical French Grammar. (Dent.) 3s. 6d. net.
- W. MEYER-LÜBKE. Grammatik der romanischen Sprachen. (Reisland, Leipzig.) £3 9s. Also in French, translated by A. and G. Doutrepont. (Welter, Paris.) £3.
- SCHWAN & BEHRENS. Grammatik des Alt-französischen. (Reisland, Leipzig.) 6s. Grammaire de l'ancien français. Traduit par O. Bloch. (Reisland, Leipzig.) 5s. 6d.
- H. SÜCHTER. Altfranzösische Grammatik. (Niemeyer, Halle.) 2s.
- V. HENRY. Précis de Grammaire Comparée de l'anglais et de l'allemand. (Hachette, Paris.) 6s. 3d. Also translated into English by author. Comparative Grammar of English and German. (Sonnenschein.) 7s. 6d.
- M. BRÉAL. Essai de Sémantique: science des significations. (Hachette.) 3s.

Idioms, Quotations, Etc.

- DE V. PAYEN-PAYNE. French Idioms and Proverbs. (Nutt.) 3s. 6d.
- F. THÉMOIN, French Idiomatic Expressions. (Hachette.) 2s. 6d. net.
- A. MARIETTE. French Idioms and Proverbs. (Hachette.) 3 vols. 3s. 6d. each.
- PLAN. Selection of French Idioms. Preface by F. F. Roget. (Macmillan.) 3s. 6d.
- J. BUÉ. Classbook of Comparative Idioms: English, French, and German. (Hachette.) 3 vols. 2s. each.
- J. STORM. French Dialogues. Translated by G. Macdonald. (Macmillan.) 2s. 6d.
- R. FOULCHÉ-DELBOSC. Echo of Spoken French. (Giegler, Leipzig.) 2s. 6d.
- F. FRANKE. Phrases de tous les jours. (Reisland, Leipzig.) 10d.
- S. SUES. Exercices pratiques sur les Gallicismes, avec traduction allemande en regard. (Burkhardt, Genève.) 3s.
- T. B. HARBOTTLE & P. H. DALBIAC. Dictionary of Quotations, French and Italian. (Sonnenschein.) 7s. 6d.

German.

Grammar (Modern).

- FR. BLATZ. Neuhochdeutsche Grammatik. (Lang, Karlsruhe.) 2 vols. £1 6s. Also: Schulgrammatik. 6s. 6d.
- G. O. CURME. German Grammar. (Macmillan.) 15s. net.

- H. W. EVE. School German Grammar. (Nutt.) 4s. 6d.
 L. SÜTTERLIN. Die deutsche Sprache der Gegenwart. (Voigtländer, Leipzig.) 6s.
 J. C. A. HEYSE. Deutsche Grammatik. Revised by O. Lyon. (Hahn, Hannover.) 5s. 6d.
 O. LYON. Handbuch der deutschen Sprache für höhere Schulen. (Leipzig, Teubner.) 5s. 3d.
 L. SÜTTERLIN. Deutsche Sprachlehre für höhere Lehranstalten. (Voigtländer, Leipzig.) 2s. 3d.
 O. WEISE. Unsere Muttersprache. (Teubner, Leipzig.) 2s. 6d.
 H. G. C. BRANDT. A Grammar of the German Language. (Allyn & Bacon, Boston.) 6s. net.
 W. D. WHITNEY. A Compendious German Grammar. (Macmillan.) 4s. 6d.
 O. ERDMANN. Grundzüge der deutschen Syntax. (Cotta, Stuttgart.) Vol. I., 3s. 6d; Vol. II. (by O. Mensing), 6s. 6d.
 D. SANDERS. Wörterbuch der Hauptschwierigkeiten in der deutschen Sprache. (Langenscheidt, Berlin.) 3s. 6d.
 I. E. WESSELY. Grammatisch-stilistisches Wörterbuch der deutschen Sprache. (Reisland, Leipzig.) 2s.
 W. GRUNOW. Grammatisches Nachschlagebuch. (Grunow, Leipzig.) 2s. 6d.
 H. WUNDERLICH. Unsere Umgangssprache in der Eigenart ihrer Satzfügung dargestellt. (Felber, Weimar.) 4s. 6d.
 H. WUNDERLICH. Der deutsche Satzbau. (Cotta Nachf., Stuttgart.) 9s.
 O. WEISE. Aesthetik der deutschen Sprache. (Teubner, Leipzig.) 2s. 10d.
 O. WEISE. Deutsche Sprach- und Stillehre. (Teubner, Leipzig.) 2s. 6d.
 K. G. ANDRESEN. Sprachgebrauch und Sprachrichtigkeit im Deutschen. (Reisland, Leipzig.) 7s.
 TH. MATTHIAS. Sprachleben und Sprachschäden. (Brandtstetter, Leipzig.) 6s. 3d.
 C. WUSTMANN. Allerhand Sprachdummheiten. (Grunow, Leipzig.) 2s. 6d.
 O. SCHRÖDER. Vom papiernen Stil. (Teubner, Leipzig.) 2s. 10d.
 A. HEINTZE. Gut Deutsch. (Regenhardt, Berlin.) 1s. 10d.

Grammar (Historical).

- W. WILMANNS. Deutsche Grammatik. (Trübner, Strassburg.) 3 vols. £1 13s.
 O. BRENNER. Grundzüge der geschichtlichen Grammatik der deutschen Sprache. (Lindauer, München.) 2s. 6d.
 J. WRIGHT. Historical German Grammar: Vol. I. Phonology; Word Formation; Accidence. (Clarendon Press.) 6s. Vol. II. Syntax, by Professor H. G. Fiedler, in preparation.
 O. BEHAGHEL. Die deutsche Sprache. (Freytag, Leipzig.) 4s.
 H. LICHTENBERGER. Histoire de la Langue Allemande. (Laisney, Paris.) 6s. 3d.
 A. WAAG. Bedeutungsentwicklung unseres Wortschatzes. (Schauenburg, Lahr.) 3s.

Idioms, Quotations, Etc.

- KOOP. Dictionary of English Idioms with German equivalents. (Hachette.) 2s. 6d.
 M. TAKER & F. ROGET. German Idioms. (Macmillan.) 3s. 6d.
 A. HAMANN. Echo of Spoken German. (Giegler, Leipzig.) 2s. 6d.
 G. BÜCHMANN. Geflügelte Worte. (Haude & Spener, Berlin.) 7s. 6d.
 H. SCHRADER. Der Bilderschmuck der deutschen Sprache. (Felber, Weimar.) 7s.
 W. BORCHARDT. Die sprichwörtlichen Redensarten im deutschen Volkstum. (Brockhaus, Leipzig.) 7s.
 L. DALBIAC. Dictionary of Quotations: German. (Sonnenschein.) 7s. 6d.

Phonetics.**General.**

- O. JESPERSEN. Lehrbuch der Phonetik. (Teubner, Leipzig.) 5s. 6d.
 E. SIEVERS. Grundzüge der Phonetik. (Breitkopf & Härtel, Leipzig.) 6s.
 W. VIËTOR. Elemente der Phonetik des Deutschen, Englischen und Französischen. (Reisland, Leipzig.) 7s.
 ELEMENTS OF PHONETICS: English, French and German. Adapted by Walter Rippmann from Professor Viëtor's Kleine Phonetik. (Dent.) 2s. 6d. net.
 M. TRAUTMANN. Die Sprachlaute im Allgemeinen und die Laute des Englischen, Deutschen und Französischen im Besonderen. (Fock, Leipzig.) 8s.
 P. PASSY. Phonétique Comparée des principales Langues Européennes. (Teubner, Leipzig.) 2s. 3d.
 P. PASSY. Étude sur les Changements Phonétiques. (Firmin Didot, Paris.) 6s. 8d.
 H. KLINGHARDT. Artikulations- und Hörübungen. (Schulze, Cöthen.) 5s. 6d.
 W. VIËTOR. Sound Charts. French and German. (Hachette.) 2s. 6d. net and 2s. net respectively.
 W. RIPPMMANN. Sound Charts. French and German. (Dent.) 1s. each net.

French.

- B. DUMVILLE. Elements of French Pronunciation and Diction. (Dent.) 2s. 6d. net.
 P. PASSY. Les Sons du Français. (Firmin Didot, Paris.) 1s. 3d.
 P. PASSY. The Sounds of the French Language. Translated by D. L. Savory and D. Jones. (Clarendon Press.) 2s. 6d.
 K. NYROP. Manuel Phonétique du Français Parlé. (Picard, Paris.) 3s. 6d.
 P. PASSY. Abrégé de Prononciation Française. (Reisland, Leipzig.) 1s.
 K. QUIEHL. Französische Aussprache und Sprachfertigkeit. (Elwert Marburg.) 5s. 9d.

- L'ABBE ROUSSELOT & F. LACLOTTE. *Précis de Prononciation Française.* (Welter, Paris.) 6s. 3d.
- A. ZÜND-BURGUET. *Méthode Pratique Physiologique et Comparée de Prononciation Française.* (Soudier, Paris.) 2 vols. 3s.
- F. BEYER. *Französische Phonetik.* (Schulze, Cöthen.) 5s. 6d.
- J. PASSY & A. RAMBEAU. *Chrestomathie Française.* (Soudier, Paris.) 4s. 3d.
- P. PASSY. *La Français Parlé.* (Reisland, Leipzig.) 2s.
- F. BEYER & P. PASSY. *Elementarbuch des gesprochenen Französisch.* (Schulze, Cöthen.) 2s. 6d.
- E. KOSCHWITZ. *Les Parlers Parisiens.* (Elwert, Marburg.) 3s. 6d.
- A. ANDRÉ. *Traité de Prononciation Française et de Diction.* (Fischbacher, Paris.) 3s. 4d.
- E. LEGOUVÉ. *L'Art de la Lecture.* (Hetzel, Paris.) 2s. 6d.
- H. MICHAELIS & P. PASSY. *Dictionnaire Phonétique de la Langue Française.* (Meyer, Hanover.) 5s.

German.

- W. VIËTOR. *German Pronunciation, Practice and Theory.* (Reisland, Leipzig.) 2s.
- O. BREMER. *Deutsche Phonetik.* (Breitkopf & Härtel, Leipzig.) 5s.
- W. VIËTOR. *Deutsches Lesebuch in Lautschrift.* (Teubner, Leipzig.) Two parts, 3s. each.
- T. SIEBS. *Deutsche Bühnenaussprache.* (Ahn, Leipzig.) 3s. 3d.
Also: *Grundzüge der Bühnenaussprache.* 2s.
- G. HEMPL. *German Orthography and Phonology.* (Trübner, Strassburg.) 9s.
- C. H. GRANDGENT. *German and English Sounds.* (Ginn.) 2s. 6d.

MODERN LANGUAGE ASSOCIATION.

THE ordinary monthly meeting of the Executive Committee was held at the College of Preceptors on Saturday, May 30.

Present: Messrs. Somerville (chair), Mr. Allpress, Miss Batchelor, Messrs. Eve, Fiedler, von Glehn, Kirkman, Milner-Barry, Pollard, Rippmann, Miss Shearson, and the Hon. Secretary.

The minutes of the last meeting were read and confirmed. The Hon. Secretary reported that Professor Fiedler, in addition to Mr. Savory, would represent the Association at the forthcoming meeting of the Neuphilologenverband.

Miss Batchelor, Miss E. A. Lawrence, Mr. J. P. Tonkin, and the Hon. Secretary, were appointed as a sub-committee for the

exchange of children. It was resolved that for the present year a fee of 5s. should be asked from English parents effecting an exchange.

Three new local Secretaries were appointed—viz.: Miss Trenery, Head-mistress-elect of Exeter High School, for Devon and Cornwall; Professor Max Freund, Queen's College, Belfast, for Ireland; and Mr. Percy W. Long, Bryn Mawr College, Pennsylvania, for the United States.

A sub-committee was appointed to arrange the details of the annual meeting.

The following fourteen new members were elected:

Miss M. Airey, M.A., The Salt Schools, Shipley.

H. R. Chillingworth, M.A., Emanuel School, Wandsworth, S.W.

Hugo Hagelin, Government High School, Nyköping, Sweden.

Miss E. G. Hollom, B.A., Girls' Grammar School, Batley.

Miss V. H. Kisch, 62, Princes Square, W.

P. H. Mudd, Grammar School, Chichester.

Professor W. I. Sedgfield, M.A., Victoria University.

Miss E. G. Smith, Huddersfield College Secondary School.

Professor P. A. Smith, B.Sc., Normal College, Hiroshima, Japan.

Miss E. G. Tomlins, Lansdowne House, Murrayfield, Edinburgh.

Miss E. L. Trenerry, M.A., High School, Exeter.

Miss C. P. Welbury, Cockburn Secondary School, Leeds.

Miss H. G. Whitton, B.A., Girls' Secondary School, Elland, Yorks.

W. Winter, German School, Cleveland Street, N.E.

A meeting of the General Committee was held at the College of Preceptors on Saturday, May 30.

Present : Messrs. Somerville (chair), Messrs. Allpress, Andrews, Miss Batchelor, Messrs. Fiedler, von Glehn, Hutton, Kirkman, Miss Lowe, Miss Matthews, Messrs. Milner-Barry, Payen-Payne, Pollard, Miss Pope, Messrs. Rippmann, Robertson, Saville, Miss Shearson, Mr. Whyte, and the Hon. Secretary.

Messrs. Atkins, Braunholtz, Gregory Foster, Norman, Schüddekopf, Twyman, and Miss Morley wrote expressing regret for inability to attend.

The resolutions relating to the *Modern Language Review* published in the last number of MODERN LANGUAGE TEACHING were then considered, and after a statement by Professor Robertson and considerable discussion, the first resolution was passed in the following form :

'That the Association will guarantee £50 towards the expense of producing the *Review* on condition (a) that members be entitled to purchase the *Review* for 7s. 6d., the published price being not less than 12s. 6d.; (b) that the Association be entitled to nominate not less than half the Committee of Management; (c) that the connexion of the Association with the *Review* be recognized in the *Review*.'

The second resolution was dropped.

The Hon. Secretary stated that £36 had been guaranteed by members of the Association to meet the proposed guarantee of £50.

The question of the reduction of the annual subscription in consequence of the above proposed arrangement was then considered, and it was resolved that the following resolutions should be submitted to a Special General Meeting to be held on Saturday, June 27 :

'That the minimum annual subscription be 7s. 6d., and that MODERN LANGUAGE TEACHING be supplied post free to members who have paid the minimum subscription.

'That members elected after September 1 pay one subscription for the remainder of the year and the following year.'

The question of the establishment of an examination in modern languages for non-specialist teachers was postponed till the report of the Training Committee had been received.

CONFERENCES IN CONNEXION WITH THE TRAVELLING EXHIBITION.

THE Travelling Exhibition has continued its successful journey. We have received the following accounts of its visits to Sheffield, Leeds, and Birmingham.



It was a happy idea to utilize the collection of books, etc., got together for the Annual Meeting of the Modern Language Association for the purposes of a travelling exhibition. In connexion with the

annual gathering of the local branch of the Teachers' Guild at Sheffield, the exhibition was on view for three days at the University, and was visited by a large number of teachers in the neighbourhood. On Saturday, March 28, Mr. Kirkman—who is second to none in his zeal for the spread of Modern Languages—gave a lecture on 'The Difficulties of Modern Language Teaching.' The lecturer very properly laid stress on what should be the aim of teachers of modern languages—the acquirement of a sound vocabulary and the ability to use such vocabulary. The intuitive method was warmly advocated, and many examples of how to use it were given. Great weight was also laid on the use of grammar and its systematic inculcation. Though Mr. Kirkman is, in the writer's opinion, somewhat of a heretic in matters phonetic, he showed himself no less keen than the writer on the question of the attention that should be paid to accurate pronunciation.

An interesting discussion ensued on the mental processes that take place in the pupil's mind in the acquiring of vocabulary. A very hearty vote of thanks was passed to the lecturer for his services, rendered at considerable personal inconvenience. The teachers present who were teaching on the lines Mr. Kirkman advocates must have felt encouraged to continue in well-doing, and others were certainly strongly drawn to adopt his counsel.

University of Sheffield. A. T. BAKER.



The Association's exhibit of text-books and apparatus for the teaching of French was sent to Birmingham last month (May), and was on view at the University for just over a week. In connexion with the exhibit two well-attended meetings were held, in making the arrangements for which the Birmingham Teachers' Association co-operated with the local secretary. At the first of these meetings, held on May 15, Mr. F. B. Kirkman lectured to

an audience, numbering about sixty-five, on 'Controversial Points in Modern Language Instruction'; while at the second, on May 23, a specimen lesson in French was given by Mr. A. Bowden, King Edward's Grammar School, Five Ways, Birmingham, to illustrate the results obtainable by oral teaching in the case of young pupils. Some eighty-five teachers (and others) attended the specimen lesson. The numerous questions addressed to both Mr. Kirkman and Mr. Bowden showed that they had aroused in their respective audiences a lively interest in the question as to how modern languages should be taught, and that Birmingham teachers are alive to the advantages as well as to the difficulties in the way of introducing reformed methods.

F. E. S.



The Modern Language Association Exhibition of Books and Pictures was held in Leeds from May 9 to May 16, and Professor Rippmann and Miss Purdie very kindly came down to lecture on different aspects of Modern Language Teaching.

Professor Rippmann's lecture on May 9 was on 'Methods of extending the Modern Language Learner's Vocabulary.' He said that the primary object of Modern Language teaching is to give the learner the power of fluent and intelligent reading, and that this does not necessitate the power of translation. In order to read intelligently, we must get at the full meaning of words, and here Professor Rippmann quoted instances of the different meanings different children will attach to the same word, according to their environment and general knowledge. In order that the pupil may have a clear idea of the meaning of the foreign words he uses, it is important that a foreign language should not be begun too early. In introducing the child to a foreign language, great care must be taken in the selection of vocabulary. The mass of words can roughly be divided into two main groups—national and international. In the second group

may be included words expressing relationships, words of number, colour, etc., and with the common foreign terms for these international words the child should begin his study of the foreign language. At a later stage the child should be introduced to what is national—characteristic of the nation; for similarities between nations should be emphasized before the differences. Professor Rippmann gave a note of warning against teaching expressions that are too colloquial, and emphasized the importance of acquiring early good habits of pronunciation and careful grammar.

In the intermediate stage the chief point to be borne in mind is that of extending the vocabulary. This must be done in two ways—by association and by repetition. Words must be associated by their meaning as well as by their form; the pupils must be trained to be alert in association—*i.e.*, in guessing. A great deal can be done by letting them collect words themselves in a classified note-book. Professor Rippmann strongly deprecated the use of a dictionary or a special vocabulary. Reading-books should be chosen with care. They should be fairly easy, in order that the pupils may read easily; they should be short, to avoid the feeling of weariness in reading a long book. In this stage it is more important to read much, and to acquire the habit of reading quickly, than to read little, paying great attention to individual points. A library of interesting and easy foreign stories for home reading was also to be recommended. The printed word must at this stage immediately

suggest the idea. The repetition of words is essential. This can be done by questions on the text, by grouping of words, and by revision of words in the classified note-books.

By the time the last stage is reached, the pupils should have acquired the power of reading moderately easy French rapidly, and here the systematic comparison of the foreign tongue with the mother-tongue comes in by means of translation.

On May 16 Miss Purdie gave an interesting lecture on 'The Use of Modern Methods of teaching French and German with a View to training in Literary Appreciation.' This lecture we hope to see reproduced in another issue of MODERN LANGUAGE TEACHING.

Our heartiest thanks are due to Professor Rippmann and Miss Purdie for the kind way in which they helped us to make the occasion of the Modern Language Association Exhibition a time of stimulation to Modern Language teachers in the district. They both came from London at great personal inconvenience, but it is evident that their help and sacrifice have been much appreciated. The clear exposition of the high ideals of Modern Language Teaching, and the means by which it is possible to approach those ideals, has been of great help and encouragement to us all, and we offer both of them our cordial thanks for their friendly assistance.

C. W. MATTHEWS,

June, 1908.

Leeds.

REVIEWS.

The Cambridge History of English Literature. Edited by A. W. WARD, Lit.D., and A. R. WALLER, M.A. Vol. I.: From the Beginnings to the Cycles of Romance. Royal 8vo. Pp. xvi+504. Buckram, 9s. net; half-morocco, 15s. net. (To be completed in 14 vols.)

It is with real gratitude that we welcome this, the first attempt to compile a

complete and scholarly history of English literature, though we admit that the present volume does not altogether satisfy the high expectations raised by the announcement that such a scheme was in contemplation by the Syndics of the Cambridge University Press. A history of English literature presents many diffi-

culties inherent in the nature of the undertaking. The writer of political or constitutional history, whatever the dangers which beset his path, at any rate knows where his pitfalls lie—in the absence of the necessary documents, in the remoteness of the period with which he deals, in the temptation to yield to personal bias, and so forth. The literary historian has, in addition, to face a peculiar difficulty of his own. For a book is no dead thing, and at any moment there may arise from its pages the spirit of the author, who will annihilate all critical theories and learned explanations by a simple reference to his written word. Edward III. is dead and gone; we can reconstruct his policy, his statesmanship, or his character without fear of authoritative contradiction, provided only that we consult the authorities before coming to any conclusion; but Chaucer is still alive to refute us from his own mouth, to crush us by the genial, satiric laughter that exposes any lack of sympathetic insight. From this risk of personal encounter—a possibility which forms⁸ also no small part of the fascination of his task—no critic can even desire to escape.

Again, in a literary history, it is exceedingly difficult so to plan the work that due proportion between the various parts of the subject and between various authors shall be observed. It is necessary, for instance, to determine whether most stress shall be laid on the chief writers, as representative of their respective ages, or on the minor people in whose work it is often much easier to trace the trend of events and the characteristics of the time. Finally, the relation between one country and another and one literature and another must also be taken into account, and, at various periods, the amount of space allotted to this part of the subject will differ very materially.

These architectural difficulties are enormously enhanced when the history is divided among several writers, but in the case of the Cambridge Literature the reader feels no conviction that they have

been clearly allowed for and estimated. The editors have not been sufficiently autocratic with their contributors: they have allowed too haphazard and individualistic a treatment in structural matters which could have been ordered without undue restriction of the personal inclinations of the several writers. There is a serious lack of continuity in the arrangement—so serious, indeed, that the volume reads rather as a collection of essays than as a real attempt at the historical treatment of literary growth. On the other hand, it is an inestimable advantage to find each part of the work undertaken by specialists, many of whom are enthusiasts and the chief authorities on the subject of which they treat. Thus, no one has more right to deal with the metrical romances than Professor Ker, and very few could hope to approach his breadth of view and scholarship; Professor Gollancz has made the Pearl, Sir Gawayne, Patience and Cleanness peculiarly his own; Dr. Sandys is the legislator on all points connected with the Latin Literature of England, from John of Salisbury to Richard of Bury. Indeed, these three chapters, together with Mr. Bradley's description of 'Changes in the Language,' and Professor Lewis Jones's treatment of the Arthurian Legend, are probably the most valuable in the book. On the other hand, the chapter on The Anglo-French Law Language, admirable as it is in itself, and for the special purpose with which it was originally compiled, seems out of place in this context. Professor Saintsbury's chapter on Prosody is too vague and general to be of much use to the student, while it assumes too great an acquaintance with early English poetry on the part of the general reader to serve simply as an introduction to the subject. Professor Atkins is happier in the chapter on Early Transition English than in that on the Metrical Romances, which contrasts very unfavourably both in judgment and in style with the treatment of another part of the subject by Professor Ker. In the work of Mr. Thomas and Mr. Westlake we miss

the note of personal enjoyment and appreciation which does so much to make the music of literature audible to the 'general.' It may be hard, nowadays, to understand the vogue of the Pastoral Care and of other allegorical interpretations. Those of us who love our Hakluyt have no difficulty in rejoicing in the first version of Ohthere's voyage, and we should like to feel that Alfred's work had aroused the enthusiasm of his critic on other than linguistic and historical grounds.

But whatever the minor defects of this first volume of the Cambridge Literature, the last word of the reviewer, like the first, must be one of gratitude and praise. The bibliography alone is of inestimable value to all students, and the compilation and scheme of the whole book are, in the main, well conceived and well carried out. We are inclined to apply to the editors Dr. Johnson's comment on his Dictionary

—that they knew very well what they were undertaking, and very well how to do it, and that they have done it very well.

Le Roman d'un Jeune Homme Pauvre: FEUILLET. Edited by J. LAFFITTE, B.-ès-L. Oxford: Clarendon Press, 1907. Price 2s. Pp. viii+180 (text 163, Notes 17).

This charming story, with its delightful picture of life in Central Brittany about the middle of last century, is a welcome addition to the Oxford Modern French Series. It should prove an acceptable volume in a Fifth Form form-library.

La Belle au Bois Dormant. By E. C. HAINSELIN. Blackie. 4d.

An easy, simple version of the familiar fairy-tale, well suited for very young children. The few changes of scene make it convenient for school representation.

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY.—The list of those whose names appeared in the Medieval and Modern Language Tripos list may be analysed as follows:

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
First Class	- 2	6	8
Second Class	- 4	12	16
Third Class	- 4	9	13
	—	—	—
	10	27	37

In addition, one man obtained an *Ægrotat* degree, and one attained the standard required of advanced students; four were allowed the ordinary degree, and two were excused the general examination. The number of complete failures is not recorded. We warmly congratulate the women on their success, and cannot refrain from expressing our regret that the number of successful men should be so deplorably small. That six (and perhaps more) should not have reached the Third Class standard after three years' study suggests that they either came to the University with inadequate equipment, or failed to

make the most of the excellent opportunities afforded them at Cambridge.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—The John Oliver Hobbes Memorial Committee are going to hand over a sum to the Treasurer of University College for the foundation of a John Oliver Hobbes Scholarship in Modern English Literature.



OXFORD UNIVERSITY.—The honorary degree of D.Litt. has been conferred upon Professor T. Northcote Toller, M.A.



OXFORD UNIVERSITY.—The Curators of the Taylorian Institution will proceed, in the course of July, to the election of an additional Lecturer in German for the Michaelmas Term, 1908. The appointment in the first instance will be for three years, with the annual stipend of £150, inclusive of any fees.

OXFORD UNIVERSITY.—At St. John's College, Leslie C. Kirk, of King Henry VIII. School, Sheffield, has been elected to an Exhibition in Modern Languages.



OXFORD UNIVERSITY.—The results of the last examination in the Honour School of Modern Languages may be analysed as follows (F=French, G=German, S=Spanish):

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
Class I. ...	1 G	2 G	3 G
Class II. ...	—	2 F, 1 G	2 F, 1 G
Class III. {	2 F, 1 G,	2 F, 1 G	4 F, 2 G,
	1 S		1 S
Class IV. ...	1 F	—	1 F
	3 F, 2 G,	4 F, 4 G	7 F, 6 G,
	1 S		1 S

The following are the results in the Honour School of English Language and Literature:

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
Class I. ...	1	4	5
Class II. ...	5	7	12
Class III. ...	4	1	5
Class IV. ...	2	1	3
	12	13	25



Mr. J. H. FOWLER's valuable paper on 'English Literature in Secondary Schools,' read before the English Association (January 11), is now published as one of the Association's leaflets (No. 5).



Mr. H. LONSDALE, B.A., has been appointed French Master at Maidenhead Modern School.



Mr. G. PRICE WILLIAMS, M.A., Ph.D., Assistant-Lecturer in German at Liverpool University, has been appointed to a Junior Inspectorship under the Board of Education. Mr. Williams graduated with First Class Honours in English Language and Literature in the University of Wales.



Through the generosity of a prominent Manchester citizen, and in order to encourage research requiring a knowledge of

Russian, a travelling studentship, tenable for two years, is to be offered to students of the University of Manchester or of other Universities. The studentship will be of the value of £40 for the first year, and of £125 for the second year, and residence in Russia will be a condition of the appointment.



Resolutions regarding the position of modern languages in Scottish schools and Universities have been prepared by a special committee of the Scottish Modern Languages Association, and will be submitted for approval at a meeting of the Association. The motion that the resolutions be formally adopted by the Association will be moved by Dr. Schlapp Edinburgh University. It is urged that the intermediate curriculum should allow local freedom for the starting of three languages other than English before its close, by relieving the special linguistic pupils from the third year's science and drawing, in whole or part, and that the junior student curriculum should admit of modification in the case of linguistic pupils. With regard to the leaving certificates, it is desired that pupils who take two modern languages for this certificate should not require to take Latin as an additional subject. The preliminary examinations, it is urged, should be identical with the leaving certificates examination in standard, and where possible in examination papers. It is also desired that in the preliminary examination a classical language should no longer be compulsory, and that students from the modern sides of schools should be admitted to the Universities on equal terms with those from the classical side. Other principal heads of the resolutions are: That in the degree of five subjects to be provided by the new ordinances, no preference should be given any subject; that the honours degree should be awarded in single subjects; that if the scheme for a three-term session is adopted, special arrangements be made for modern language students, so that they may have the

option of spending the summer term abroad; and that the lectureships in modern languages be raised into Chairs. The resolutions deal also with a variety of other subjects, including travelling grants and scholarships, tutorial instruction, and provision for the training of secondary teachers in French and German.



The *Morning Post* of Friday, May 29, had a column article on 'Modern Languages in Secondary Schools,' in which repeated reference was made to the Association's recent Report on the Conditions of Modern Language Teaching. The writer deplores the neglect of German—('It is unfortunate that German should occupy the place of Cinderella in Modern Language Teaching. . . . One wonders what Matthew Arnold would have thought of postponing Goethe to Racine')—and then deals with 'the curse of economy,' referring to low salaries, large classes, and long teaching hours. The *Morning Post* is the first of our daily papers in the attention it devotes to educational problems,

and we are grateful to it for the support it ungrudgingly gives to all earnest efforts for improving the status of the Modern Language teacher and the conditions in which he carries on his arduous work.



By mistake we stated in our last number that Miss Purdie had been appointed Headmistress of the Sydenham High School, instead of the Sydenham Secondary School (Sydenham Hill Road, S.E.); and we apologize to Miss Sheldon, Headmistress of the High School, regretting any inconvenience the misstatement may have caused.



Une jeune fille française, bien élevée, diplômée, élève d'une école normale, désire une place *au pair* dans une famille anglaise pour la durée des vacances d'été à partir du 14 juillet au 19 ou au 30 septembre. La jeune fille n'irait que dans le sud de l'Angleterre, de préférence au bord de la mer. Références: Mlle Simiand, professeur, 13 Boulevard Ed. Rey, Grenoble.

GOOD ARTICLES.

JOURNAL OF EDUCATION, June, 1908: The True Meaning of 'Free School' (A. F. Leach); A Hint on the Reading of Verse (T. S. Omond).

SCHOOL WORLD, June, 1908: A Unified Curriculum of Primary Instruction (J. Oliphant); The Teaching of the Mother-Tongue in Sweden; Literature in the Schools (J. E. Barton).

EDUCATIONAL TIMES, June, 1908: School Life and Healthy Growth (H. E. J. Biss); The School System of Mannheim (A. J. Pressland).

SCHOOL, June, 1908: The Continuation Schools of Munich (G. Kerschensteiner).

THE TEACHERS' GUILD QUARTERLY, June, 1908: Dante's 'Commedia' and its Main Teachings (H. B. Garrod).

DIE NEUEREN SPRACHEN, May, 1908: L'enseignement du français en Allemagne jugé par un professeur français de l'Université (P. Foulon).

LES LANGUES MODERNES, May, 1908: De la Lecture Particulière et de la Création d'une Bibliothèque de Langues Vivantes dans les Lycées (E. Wendling); Le Devoir écrit et la Méthode directe (A. Novel). June, 1908: Les langues vivantes dans l'enseignement primaire (N. Kuhn); Les Assistants étrangers et l'échange des Professeurs; Société internationale des Écoles Berlitz.

BOLLETINO DI FILOLOGIA MODERNA, April, 1908: Il carattere di Swift (T. Lerario); I corsi estivi di Grenoble (R. d'Elia); Come possiamo migliorare il nostro metodo d'insegnamento (G. Benzi).

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 6

OCTOBER, 1908

DISCUSSION COLUMN.

WHAT IS THE BEST METHOD OF PUBLIC EXAMINATION AND INSPECTION?

THIS discussion terminates in the present number. The very valuable contributions that have been made to it will prove of great service to the sub-committee that has been appointed to consider the question of examination and inspection as they affect modern language teaching. The conclusions of the sub-committee, subject to amendment by the parent committee, will be submitted to the next General Meeting for final discussion and approval. Steps will then be taken to try and get the desired reforms realized.

X.

MR. E. C. KITTSO

(*Bolton Grammar School*).

It does not strike me as a very easy thing to comply with the request to express my views on examination and inspection.

For a man's views on examination and inspection must of necessity depend on his attitude towards education generally, on the answer he would give to the question, What is the object of education? Properly speaking, then, one should answer this question first. It is not a very easy question to answer. There are people—sensible people—who believe that the end and aim of education is to prepare boys to succeed in commerce; others—foolish dreamers!—imagine that schools should be little centres of culture and enlightenment, teaching youths to love the things of the mind above everything else. Wherever the assistant master may come to anchor between these extreme positions does not much matter, fortunately; nobody is going to worry much about his opinions,—supposing him to be sufficiently audacious to form any. But although he will be readily excused from meddling with questions like these, there is one matter from which he cannot escape: he must adopt some definite attitude towards his own daily work. About this he must have views, even though he should never

have formulated them. Indeed, it would be no easy thing to formulate one's views on such a point; but if the matter could be put in a phrase, it might be said of the modern literature master that he loves his subject, and seeks to make his pupils love it too.

This, then, being the object he sets before himself, examinations and inspections interest him only in so far as they help him to achieve it.

Speaking for myself, I don't think examinations help me at all; they are merely distractions; and coming mostly in a questionable shape, they are unwelcome distractions.

It appears, however, that some examinations are *necessary*: a Leaving Certificate examination is necessary, and also, as things are at present, a less advanced examination, taking in boys who leave school earlier, and covering some of the easier professional preliminaries.

What form should these examinations take, as far as modern languages are concerned? To express my opinions as briefly as possible, I think they should invariably include an oral examination, dictation, and free composition. It would probably be advisable to add translation from the foreign language into English.

I fully agree with the spirit of Mr. Bridge's suggestion in the last paragraph of his contribution, with regard to set books; but while I have always been eager to read as much literature as possible with my classes, I should not like other people to choose my literature for me. Better have no literature at all read than that the picture which presents itself to my imagination should be realized of a very sad teacher reading Bossuet with a very sad class. Here we find ourselves face to face with the old difficulty that there is no connection between the examining body and the school. It is evident that no step forward could be made in this matter until we were sure of having enlightened examining bodies. The ideal solution would probably be that the school should submit its course of

reading to be approved of by the examiners. Failing that, perhaps an extensive list of approved authors could be drawn up from which the teacher would be allowed to select. But if boys are to be examined in literature, I think this could best be done in the oral examination, or in the free composition, a point to which I shall return presently.

Nothing is more certain than that examinations affect the teaching; and since I hold that in teaching a boy to compose in the foreign language we are working on right lines, I should be very sorry that translation into the foreign language should ever be insisted on. I see no reason whatever why we should change our views once more about free composition. It is objected against it, amongst other things, that it is not a sufficient test, since it allows the candidate to avoid the difficulties of the language; but it seems to me that this freedom to choose one's words and constructions is one of the natural conditions of using the language; we have that freedom in writing our own language; and I am taking full advantage of it in trying to express my ideas in this article. I hold this to be one of the most important parts of linguistic training. I think it is a splendid thing for a boy to have to think out for himself whether he will write, *Après avoir fait cela, Ayant fait cela, Dès qu'il eut fait cela*, or whatever other ways he could say the same thing, for it is just this freedom to build up his period from beginning to end in his own way that will render it possible for him ever to attain to anything like a well-balanced prose style; just as the absence of it renders translations almost invariably stiff and unnatural. A candidate's composition will thus be good in proportion as he is familiar with all the twists and turns of the language, and has studied good models. If, on the other hand, he is ignorant of the constructions of the language, his production will bear the marks of it; it will be stiff and scant, showing no variety of construction; the subjunctive mood will probably be altogether absent; in

short, it will be like the English composition of the little boy in Form I., in which the conjunction *and* is so cruelly over-worked.

On the difficulties of marking free compositions I shall not dwell, for I understand we are dealing with qualifying, not competitive, examinations.

Another argument advanced against free composition is that one candidate will know more about the subject than another, and thus gain an unfair advantage. The same is true, of course, of English composition. I am inclined to think he deserves the advantage; if the subject has been rightly chosen, he certainly deserves it. I should even go further, and say that the subject should be taken from French literature or French history, and that the candidate should be given to understand that he was *expected* to know something about it. If a sufficient variety of subjects were set, this plan would not interfere with the freedom of the teacher, and it would stimulate the pupils to learn all they could about French history and French thought. As schools and examining bodies improve, it might be possible to set fairly definite courses of study, even. I know it will be objected that this may lead to 'cram'; but if free composition can lend itself to 'cram,' which I doubt, it might be as well to be 'cramming' the Age of Louis XIV., or the Life of Molière. as a Day in the Country. At any rate, the objection to free composition which I have quoted at the beginning of this paragraph is not a sound one, for it is an impossible attempt to separate form and matter. Nobody ever wrote well on any subject, unless he knew something about it and was interested in it. To quote Buffon, whom we have just been reading in class, *Les idées seules forment le fond du style.*

The chief difficulty about the oral examination seems to be to hit on a good device to make the candidate speak. Well, supposing the examiner to be a fairly human person, I say at once that if a candidate comes before him and plays

the dummy, then that candidate does not pass his examination, and the sooner this becomes generally known, the better. If, after all our conversational methods, a boy can't find *anything* to talk about, then it seems to me certain that he does not deserve to pass any oral examination; for either he can speak but won't, or he would speak but can't; if he can't—well, he can't; and if he won't, then he has not been taught what every school should teach its pupils in some part of its curriculum, that a human being who does not know how to fall into pleasant converse with those about him is only partially civilized. When we hear a conscientious examiner lamenting that he cannot make his candidates talk, we must not assume that the fault is his; the candidates may be ignorant of the language. Still, I think there may be a real difficulty. I am inclined to suspect that the oral examination, as at present conducted, may be a very unreal affair. We must remember that conversation for conversation's sake is unnatural; a human being is only impelled to speak in so far as he has ideas which he wishes to express. For this reason I quite agree with Mr. Brigstocke, that it is not reasonable to give a boy a picture and ask him to hold forth on the subject of it. On the other hand, I notice that he has found explaining new words in the foreign language a good way of drawing a boy into conversation; and I believe the reason for that is that it gives the boy something definite to think about, it sets his mind at work.

I suppose we have all remarked in our class-work that those questions are always answered best and most naturally which require some thought. It is for this reason that I believe boys should be examined orally on some definite subject, say, the classical authors they have been reading in class; and they should be marked not only for their 'conversation,' but also for their knowledge of the subject. The consciousness of this fact would spur them on to display their knowledge before

the examiner, so there would be a chance of getting some real natural talk; and it would go a long way towards destroying the unreal atmosphere of the interview by allowing the examiner to assume that severe attitude which becomes him best. At the same time he would find many opportunities of wandering on to lighter topics, if he were so minded. Examiners in other subjects have been known to unbend, and even to become reminiscent. But the fundamental relations should honestly be those of examiner and examinee. At present the examiner has to stoop to that peculiar kind of hypocrisy that we assume when we talk about the weather to people whom we do not love.

(I do not mean to imply that boys, especially junior boys, should not be encouraged to talk about the weather, or about anything else they please, in class; but this is an altogether different thing from an examination which aims at testing the degree of culture to which a candidate has attained in his modern literary studies.)

A boy going to an oral examination at present is like a demi-semi-intelligent person going to a dinner-party: he has a few things pre-conceived in his mind which he means to say, if he can; if he can't, he must only try to look intelligent, and do his best. This kind of thing tends neither to moral nor intellectual sincerity.

If, on the other hand, you examine a boy on what he has been studying in class you knock the *Guten-morgen-mein-Herr-wie-geht-es-Ihnen-heute* attitude on the head at once; by putting definite questions you bring him to his senses, that is, you make him think. Question him on some subject worthy of his respect; let interest and intelligence accompany his answers. Ask him what authors he has been reading, and what he thinks of them, and what he has learnt from them. Don't offend his intelligence by asking him to talk twaddle; of the two kinds of conversation, let us encourage that kind which is an exchange of thought.

As for the inspector, if he knows modern languages, if he knows how to teach them, and if he has a real sympathy with education, then he may, in visiting a school, bring with him light and encouragement; but if he lacks these qualities, or any of them, his visit will not be helpful, and there will be no welcome before him.

XI.

MR. J. G. ANDERSON.

In dealing with the various points of the syllabus, I propose to state very briefly, and without attempting to develop, the conclusions at which I have arrived from actual experience.

1. A variety of examining bodies is not necessarily an evil, and is, indeed, a necessity, owing to the different needs of different areas, and to the various ideals of various types of schools. It is highly undesirable, however, that a school, especially a small one, generally under-staffed, should have pupils of the same standard preparing for different and dissimilar examinations. A school-leaving or similar examination should in most cases exempt from further examination in the same subjects when the pupil enters any of the professions, and such school-leaving examination should be accepted as an equivalent by similar examining bodies. The principle of interchangeable entrance examinations, already adopted by the Universities of Oxford, Cambridge, and London, should be extended.

2. The examining body should not merely test the amount and quality of the knowledge in any subject, but also, to a certain extent, how it is obtained. While an examining body should not, by the character of its papers, impose any particular method to the exclusion of all others, it should certainly aim at influencing the teaching in the direction of better methods, and at discountenancing useless 'cram.' At the same time, it is just as well to recognize that there is no type of question which the crammer will not attempt to 'cram,' and if the informa-

tion is important it is a gain. In a recent contribution to this discussion Mr. Samson mentions phonetic transcript and the framing of questions and answers as 'cram' questions. I have marked many hundreds of answers to both, and I admit that apparently a number of candidates did 'cram' phonetics. In my opinion, that was a decided advantage, even if it did nothing more than draw attention to some facts in connection with French pronunciation, such as the differences of vowel sound in *peu* and *peuple*, *pas* and *patte*, or even in *sons* and *sans*. Unfortunately, there are many well-known French teachers who make no distinction even in the last pair of words; and quite recently a 'cramming' publication, in giving the answer to a London University question in phonetics, made a terrible howler of this kind. By assigning marks mainly to the niceties and difficulties of French sounds, the evils of cramming are partly avoided. With regard to the framing of questions and answers, I will merely say that I have not yet met with a fully correct answer, and not more than 2 per cent. could be called good; from which it may plainly be deduced that the crammer has not yet got the best of this type of question, even after nearly four years' experience. Anyhow, the range of questions on such papers should be wide enough to embrace all recognized methods. There is no necessity for alternative papers; a few alternative questions would suffice. Indeed, an intelligent candidate, if well taught by any method, should be able to answer questions in whatever form they may appear.

3. The testing of work done at the various stages of school study, except the final, should be left chiefly to the teachers—at least, so far as written work is concerned. Occasional inspection or oral examination by an outsider might be used to prevent slackness. Such examinations as the Preliminary and Junior Locals must, on the whole, be condemned, particularly in their present form.

4. There would seem to be no more

perfect test of ability to understand the written language than translation. No other test is so certain, but its value is only in proportion to the ability of the pupil to express himself in his native tongue, and in the case of the English pupil this power is very small; therefore in the earlier stages it is better, for this reason alone (there are others), to use it but sparingly. The knowledge can be tested in many other ways more or less satisfactory—by question and answer, by a change of tense, etc.

5. I can find no really better test of power to write the foreign language than translation into that language. Free composition I would place next, and after that, but a long way behind, and only as a help, dictation. Continuous English prose is better than detached sentences if the matter is simple narrative, or well within the grasp of the pupil's intelligence. Detached sentences have a tendency to become a test for conversational idiom. Free composition is not at present a very good test, owing to the fact that the average English pupil is unable to compose. He has few ideas, and his meagre stock he cannot arrange logically. This being so, a skeleton—the French *narration*—would appear to be most suitable, for the chief aim is to test power of expression in the foreign language, and not composition and thought, which are best tested by an essay in the native tongue. Dictation cannot be placed high as a test of ability to write the language. It is primarily a test of eye and ear, and of ability to understand, coupled with a grammatical knowledge of the language. It is a valuable test of the critical faculty, and of the power of observation. It is possible to find out a candidate's knowledge of the grammar without resorting to separate grammar questions. In any case, direct questions should be avoided as much as possible, because they favour cramming. Such questions can be well answered without any real knowledge of the language, although, of course, the knowledge tested in (a) is very important,

and can only be obtained by a systematic study of the grammar.

6 and 7. I would reverse the order of these, and say that ability to understand the spoken language must precede the ability to speak it; but in testing they are interdependent, and in practice it is hardly possible to separate them. To be complete, the test should be varied. Dictation tests ability to understand only very incompletely, because it is read slowly, and a candidate might make a very fair show in dictation who could not follow a conversation. Conversation on general topics is not very satisfactory if you travel outside one or two well-beaten tracks. The English pupil's range is very limited. Pictures are suitable chiefly for beginners. On the whole, conversation based on a set book is to be preferred; and if the examiner has read the book it is quite easy to detect the weak candidate who has been 'crammed.' An unseen passage read by the examiner (not by the candidate) is a very useful test if questions are asked on it, or if the candidate is expected to reproduce it. It should not, however, be too long, which would give mere memory an unfair advantage.

8. Pronunciation will have been already gauged by the tests in 6 and 7, but I think a reading test is absolutely necessary. It is a better test for pronunciation merely than conversation, because in the latter the candidate uses phrases with which he is very familiar, and in which he has acquired a certain correctness and fluency; whereas in reading he is compelled to be more deliberate and exact when he meets long and unusual words. I have met candidates who in conversation seemed to pronounce fairly well, and whose reading was very poor. Reading also tests to a certain extent whether the candidate understands without mental translation—in short, whether he thinks in French.

9. I think that in the higher forms of a school the proportion of marks assigned to the written and oral examinations, if the latter is thorough and includes dic-

tation, should be 2:1 (in the lowest forms 1:2); but at least ten to fifteen minutes, exclusive of dictation, should be devoted to each candidate. The following percentages might be assigned to each constituent part of the examination:

	Per cent.
1. Translation from the foreign language	25
2. Translation into the foreign language	20
3. Free composition	10
4. Grammar	12
5. Dictation	10
6. Reading	8
7. Conversation { ear	5
{ expression	10

If grammar is omitted, I would divide the marks among 2, 3, and 7. If 3 is alternative to 2, I would give the united percentages to each.

10 and 11. That both examiners and inspectors should have great experience in teaching is a *sine qua non*. Sympathetic help and advice, rather than fault-finding criticism, should be their chief aim. More oral examination, and less written examination and inspection of the old type, would benefit greatly Modern Language teaching.

XII.

WALTER RIPPMAUN.

To express and fully to substantiate my views on the many points of discussion raised by Mr. Kirkman in his introductory note on p. 58 would require much more space than as editor I am willing to allow myself. I will strive to be brief.

The existing multiplicity of examining and inspecting bodies conduces to efficiency, inasmuch as they are constantly comparing their work, and having it compared for them, by kindly and unkindly, by competent and ignorant, critics. This leads to wholesome rivalry, and in the end to improvement all round. The number of inspecting bodies is not large. Apart from the Board of Education, the inspect-

ing body should be a University, and the inspected schools should, as a rule, be within the sphere of its influence. A University has a real interest in the right education of those who are going to become its members. I do not think it well for a school to be exposed to inspection from more than two quarters; and I believe in time more co-operation than at present will be possible between the Board and the inspecting University.

If it is asked how often the inspection should take place, I must confine myself to the question of the inspecting University, and draw upon my experience as staff inspector of the University of London. I may be allowed to give some account of the way in which this University tests the work of a number of Surrey schools. A full inspection of each school takes place once in four years. The Report consists of two parts—one general, for publication (if desired); the other an appendix for the special use of the Principal and, if deemed advisable, the staff. Every year, in July, the school enters candidates for the School Examinations of Matriculation and Junior Standard. The staff set papers for the remaining pupils of the upper and middle forms, and these papers are submitted to the inspectors, who are free to suggest changes. The answers of the pupils, after correction by the staff, are sent to the inspectors for review. If the Principal desires it, there is also an oral examination of the lowest forms by the inspectors. A report is based upon the reports of the Matriculation and Junior Examiners and the inspectors; and this also is issued in two parts, the main report only being for publication. It is evident that in this way the University gains a thorough insight into the educational work of these schools.

The Junior Examination is based on a syllabus, to the general outlines of which the Principals of the schools concerned have agreed; but variations (*e.g.*, in the periods selected in history) are frequent,

and wherever it is necessary, special papers are set. I must confine myself, however, to the examination in French and German, where the same papers are taken by all schools.

As to the desirability of a test for pupils at the age of fifteen, opinions differ. I am inclined to think that most teachers now welcome such a test, if it leaves them freedom in their teaching. If it means the cramming of set books, it may commend itself to the weak teacher; but the good teacher resents such a restraint. The chief reason why the Junior Examination is welcomed is because it affords a valuable stimulus to the pupils and a useful criterion of the teacher's work. The examiner has a knowledge of what is achieved in schools of the same type, and is therefore able to judge the success of the teaching far better than the teacher, whose outlook is necessarily more confined.

Readers of MODERN LANGUAGE TEACHING have had opportunities of considering the London Junior papers. I venture to say that every boy or girl of fifteen who has been taught French or German for three years ought to possess the knowledge required to answer these papers successfully, and that any method which does not insure this stands condemned. The only criticism that has been directed against the papers (as far as I know) is that there should be included a test of translation from English. Accordingly, on one occasion an optional, very simple passage for translation was set as an additional paper. The results were what I had anticipated—not one in twenty produced a tolerable rendering. On the other hand, it is gratifying to find that the very simple subjects set for free composition are being handled with growing success every year.

The London Matriculation Examination is too well known to need description. For obvious reasons the standard and general style must be the same for the School Matriculation as for the External. I am not satisfied that the French and

German papers are the best possible. For the purposes of Matriculation, I consider the power to read more important than anything else; and I should omit the grammar section altogether, leaving this to be tested by the composition and the oral examination. I believe a Matriculation paper* should consist of—

(1) Four passages for translation, including one in fairly hard prose and one in verse; the candidates to choose three, it being understood that higher marks are obtainable for the hard prose passage.

(2) Subjects for free composition —
(a) About 150 words to be written on one of several easy subjects; (b) about 300 words to be written on one of several harder subjects. Or (as an alternative) two passages for translation into French —(a) short and easy; (b) harder and longer. The candidates to choose (a) or (b), it being understood that higher marks are obtainable for (b).

The pass standard could then be raised; at present, in most examinations of this kind, it is too low. I cannot help thinking it is better to insist on a 50 per cent. qualifying mark in an easier paper than on 30 per cent. in a more difficult one.† Good candidates aspiring to honours would naturally choose the harder parts of the paper.

It is needless to enlarge on the importance of the oral test; it has always been compulsory in the case of the London school examinations. Our method is to have a dictation, the passage being chosen by the examiner, but given out by the pupils' ordinary teacher in the presence of the examiner. The pupils are then examined individually. I prefer to take

two oral examinees at the same time; while one is being examined the other is picking out a passage to read to me or selecting a picture to describe, and this makes him or her a little more comfortable. The reading of a passage is an essential; the experienced examiner learns from it much as to the pupil's pronunciation, intonation, etc. In the conversation which follows, the examiner's attention can then be directed mainly to the pupil's use of words and knowledge of grammar. The passage to be read aloud had better be taken from a book the pupil has recently read, as an unseen passage may add to his nervousness and interfere with his pronunciation. The conversation need be of no particular type; sometimes an idea may be taken up from the reading, or a picture may be discussed, or some general topic. Much will depend on the circumstances, and any rigid rule would here be a mistake. Choose the examiners with care, and you can trust them to choose suitable matter for conversation.

The question whether an examining body has any right to impose, by the character of the papers it sets, any particular method of teaching upon the schools is an interesting one. I should express the point rather differently: How far should examiners take into account the way in which their papers will react upon the teaching? I believe they ought to do so to a much greater extent than seems the rule. Thus, the setting of questions on crude grammar ("Give the third person singular of *prendre*," etc., to quote one of Mr. Kirkman's examples on p. 59) will lead to the memorizing of crude grammar, which we are now agreed is bad; and the setting of questions on applied grammar will lead teachers to practise their pupils in applied grammar, which is a very good thing. In this respect our Modern Language papers in general have shown a most gratifying improvement in recent years, but our classical colleagues have a good deal of headway to make up in this respect. The

* I am suggesting what seems feasible at present, not what may be possible in ten years' time.

† I notice the same remark in the *School World* for September, in an excellent article on 'Co-operation between Examiners and Teachers of Latin,' by Mr. W. H. S. Jones.

grammar sections of the Matriculation papers in Latin and Greek make me sad.

Of course, a teacher who has found his pupils very shaky, say, in the conjugation of common French verbs will give them some extra drill, and may set them a 'crude grammar' test paper; but we are here dealing exclusively with *public* examination papers.

Another part of the examinations which reacts on the teaching is the passage for translation. There was a very justifiable outcry some time ago against the set book, and the set book is gradually losing its favour. Unseen translation has taken its place, but the results have not always been quite satisfactory. Many 'Matriculation classes' in French and German never read any complete text nowadays; they never come into contact with literature except in snippets. Think of these classes spending half-hours with the best authors! As though you could come to know an author in half an hour! The idea suggests a halfpenny journalist's interview.

In our Junior School Examination it is laid down that the complete works of two authors must have been read during the year; in the Matriculation Examination no such rule has yet been made.

I have dealt with most of Mr. Kirkman's points. I have no good word to say for preliminary examinations, and it is better to keep the bad words unspoken. As for the qualifications of inspectors and examiners, what is there to be said by one who has acted as both? When I consider what qualities have helped me most, I think the earnest desire to appreciate the difficulties of the learner and of the teacher, the outcome of my own teaching experience, has enabled me to judge the work of others in a sympathetic way; and my conviction that encouragement does more good than blame has, I hope, added to my usefulness in the carrying out of work which only the thoughtless can consider easy, and which only those who love it should undertake.

XIII.

MR. F. B. KIRKMAN.

The following deals briefly with the various questions raised in the syllabus that served as a basis for this discussion (Vol. IV., No. 2, p. 58). It attempts to give, as far as this is possible within the space available, the general opinion of the contributors, and also, on certain points, the personal views of the present writer. The numbers refer to the questions in the syllabus:

1. The general opinion was that the existing multiplicity of examining and inspecting bodies was unobjectionable, provided a certain standard of efficiency was maintained. This efficiency, it was thought, would be reached by a process of competition resulting in the survival of the fit. Which bodies were unfit, and whether they showed any present signs of being submerged, was charitably left unrecorded. There remains the question of inequality of standard. Is it fair, either to the public or the candidates, that certificates should be more difficult to obtain from one examining body than from another? Ought there not to be some way of rendering standards uniform?

2. It was held that examination requirements must inevitably influence the methods of instruction in the schools to a greater or less extent. If candidates are to be passed, those methods will be adopted which seem most likely to secure success. And sometimes, it may be noted, a method is adopted by the teacher, not because it actually is the one best calculated to achieve success, but because it is assumed to be so. Many, for instance, use persistent translation under the impression that it is the best way of preparing for a translation test; the direct method being, in fact, much more effective, because it gives a better idiomatic grasp of the language. It is important, then, that examination-papers should be framed with an eye to their possible effects on method. For example, the conversation on everyday topics (weather, etc.) as a test often

means that the candidates will be given special conversation lessons on these unedifying topics, the rest of their work being possibly of the oldest of old-method types—a fact which does not prevent their masquerading as the Reform method, and even being mistaken for it by people who should know better. Similarly, direct questions on the grammar mean that the grammar will be crammed for its own sake. So also English-foreign translation in junior examinations means excessive translation in junior forms.

On the other hand, it is obvious that the schools must have freedom to experiment in method, it being left to the inspector to see that liberty to do this is not mistaken for license to teach badly. Examinations can reduce the above-mentioned evil effects to a minimum only by, in the first place, confining themselves to ends—*e.g.*, they must ask, not whether the candidate can give the grammatical rules, but whether he can apply them in practice; and, secondly, by the method of alternative papers. It has been pointed out that these are difficult to 'standardize,' but this is due only to the preposterous system of trying to discover distinctions between candidates varying from 1 to 100. However, even if we assume the 100 maximum, it is not difficult so to arrange the marks that only from six to a dozen degrees of merit are taken into account.

3. Some writers suggest the abolition of junior and preliminary examinations. No one would regret the disappearance of the latter; but, as long as pupils quit school at sixteen, the former will presumably be necessary.

4. Passing to the constituent elements of the examination, and beginning with the test of ability to understand the written language, we find the opinion almost unanimous in favour of translation into English of unseen passages, and it would be difficult to devise a better.

5. Turning to the test of ability to write the language, it is pointed out by Mr. A. W. Atkinson (No. 4, p. 104) that dictation has been rendered practically

superfluous by the oral test. Translation from English is recommended for senior examinations; its value in junior examinations is questioned, for the reason given above under 2. Free composition is favoured, the method of giving it mostly recommended being that of the Joint Board and Scotch Board: the reading of an English story to be reproduced in the foreign language by the candidate, who keeps before him the heads of the narrative. Experience has shown the method to be quite practicable. Short essays (about twelve lines) on common subjects are occasionally useful, and in senior examinations there is room for an essay on the subject-matter of books the candidates have submitted. Long free compositions on given subjects in junior forms are poor tests of the foreign language, as they leave the unimaginative candidate little opportunity of showing what he does know. Not much is said in favour of direct questions on grammar, the objection to them being, firstly, that knowledge of grammar does not prove ability to use the language correctly, it frequently happening that a candidate will know a rule or an inflection, and yet fail to apply it when doing free composition or prose translation. Also, in conversation tests, I have had candidates make gross mistakes, and yet be able immediately afterwards to give the paradigm or the rule correctly and without hesitation. The same may be said of sentences for translation so framed as to direct attention to a grammatical point. I have records to show that candidates will, for instance, get a concord right in such a sentence, and get similar concords wrong in the free composition that follows in the same paper. It applies also to asking for examples of the use of a given rule or word—a test, moreover, that requires time to be spent in doing much more than is immediately necessary. All that can be said for it is that it occasionally produces results which relieve the tedium of marking: *e.g.*, 'M. Chamberlain est fou car il ne sait rien'—a statement

likely to be comforting and refreshing at least to the examiner who is not a Tariff Reformer. My experience is that the most searching test of inaccuracy in inflections is the free composition, and that nothing more than this is needed for the purpose.

In this connection I should like to draw attention to what seems to be a very common misunderstanding. I hear examiners frequently asserting that examination results show an increasing neglect of the rudiments of grammar. This ignores the alteration in the character of the tests. It was perfectly easy to show accurate knowledge of accidence when it was merely a question of answering direct questions—*e.g.*, *Give the plurals of beau, etc.* Careful cramming of grammar sufficed. These sort of questions are now largely abandoned; the test bears upon the ability to *use* the inflections, and is consequently far more difficult. What is wanted to meet the new situation is not more cramming of paradigms, however useful this may be as a preliminary exercise, but more practice of the inflections in sentence form; in other words, more oral practice by question and answer in the foreign language itself. It is certain that a teacher who gives this thorough drill is the one who in the future will score results. Mere drill in the paradigms, *without the oral sentence practice*, will do nothing. *Verbum sap.*

6. The conversation test that meets with most favour is that based upon a reading book (one hundred pages or so) selected by the teacher. With experience of all the methods of testing conversational ability, extending over several years, I have no hesitation in subscribing to this view. The argument that the reader can be crammed in such a way as to deceive even a callow examiner is one that no one who has used the method could possibly urge. The great advantage it has over all the others is that it influences school method in the right direction; it means that oral practice will be based upon something worth talking about, for I assume

that the reading book, though chosen by the school, should be approved by the examining body. That this would involve the reading of several texts by the examiner would be a justifiable argument if examinations were made for examiners. But, as a matter of fact, the books chosen are usually very limited in number and old favourites. Conversation on general topics may be occasionally useful as auxiliary to the above, but as a method by itself is indefensible, because, more than anything else, it is responsible for the spurious 'Reform' method, which consists in using Chardenal three hours a week, and giving a 'conversation lesson' in the fourth. The picture test has also an auxiliary use. I have had three years' experience of the test based on an unseen passage read by the candidate, and made careful notes of the result. The objections to the method are: (1) That the reading of the passage takes up time that can ill be spared. What in practice happens is that the passage is read at one and the same time both with a view to reading and to conversation, thus requiring the candidate to attend to two things at once. (2) Nervous candidates sometimes forget the substance of the passage, and the examiner has to hunt about for something else, there being no time to re-read. (3) Candidates with quick memories are able to give portions of the passage *verbatim*, sometimes making, however, egregious howlers in other parts. It is difficult to decide sometimes the part played in an answer by merit and quick memory respectively. I may add that the time lost per day by the method would represent a considerable money loss in fees to an examining body. A noble admission for an examiner to make!

7. No special test in understanding the spoken language was insisted upon.

8. A reading test was regarded as necessary. One contributor rightly pointed out that the new test, which consists of writing a passage in phonetic script, does not necessarily imply an ability to pronounce correctly—it simply shows, in all proba-

bility, that the pupil has done the same thing before.' Perhaps this is all that the examiner wanted to know.

9. The conclusions as to what should be the constituent parts of the test showed, on the whole, a tendency to reduce them to the few essentials: (1) Translation into English of unseen passages; (2) translation from English in higher examinations; (3) conversation and reading test. This, in fact, would serve all purposes.

10 and 11. The question of inspection was somewhat overshadowed by examination, but there seemed to be a general feeling that the whole question of the relation that one should bear to the other requires far more careful consideration than it has, so far, received.



As an appropriate appendix to the Discussion Column, we think it well to publish part of the paper in French Grammar set for Higher Certificates by the Oxford and Cambridge Schools Examination Board. Part I. consists of alternative sections, A and B; apparently they are intended for pupils taught according to the old and the new methods respectively. From Section A we select the following questions:

What is the gender of—

- (a) Nouns ending in *ent*,
- (b) Nouns ending in *ence*,
- (c) Nouns ending in *ée, ie, ue*,
- (d) Abstract nouns ending in *té, tie*?

Give examples and the best-known exceptions in each case.

How do you translate the interrogative pronoun *what*—

- (a) In a direct question (nominative case),
- (b) In an indirect question?

When may the pronoun *whom* be rendered by *qui*?

Construct (and translate) sentences to illustrate your answer in each case.

In a sentence containing two objective

personal pronouns, when is the *indirect* object represented by a weak (*conjunctive*), and when by a strong (*disjunctive*) pronoun?

In Section B the first question contains a passage in which the verbs appear in the infinitive, and the imperfect or past definite is to be substituted; but what will reform teachers say to the other two questions? One consists of English sentences to be translated into French; they are identical with Question 5 of Section A. The other question we must give in full, because of its peculiar perversity:

Re-write the following sentences in their proper form, correcting every mistake which you can detect, and explain in a footnote your reasons for each correction:

(a) L'histoire de Christophe Colomb, que nous avons juste lu, ressemble celle des plus grands héros qui jamais vivaient.

(b) Colomb fut né à Gênes en mille quatre cents trente six.

(c) Son père le fit élevé à Pavie, mais quand âgé quatorze il retourna à Gênes.

(d) L'histoire perd la vue de lui pour plusieurs ans, mais un jour nous le retrouvons établi à Lisbonne, avec la femme qu'il avait mariée là.

(e) Il croyait que la terre fût un globe, autour lequel c'était possible naviguer par allant tout droit à l'ouest.

(f) Malgré les prières de Colomb le roi ne voulut pas lui écouter.

(g) Alors il laissa Lisbonne, pour aller offrir aux Espagnols le monde neuf qui eut été décliné par le Portugal.

We are doing our best to prevent our pupils from seeing and writing bad French, and the examiners set a question like this! How will this kind of question react on the teaching? If it were a paper set for teachers in training, such a question would be justifiable; but there can be no valid excuse for its appearance in a paper intended for boys and girls at school.

[W. R.]

MODERN LANGUAGE ASSOCIATION.

THE NEW CONDITIONS OF MEMBERSHIP.

As will be seen from the Report of the Special General Meeting held last June, the annual subscription has been altered to 7s. 6d., which will include MODERN LANGUAGE TEACHING only. Members joining after September 1 in any year will pay 8s. 6d. for remainder of that and the following year. The price of the *Review* to members of the Modern Language Association will be 7s. 6d. per annum, and to all others 12s. 6d. per annum.

The new arrangements for the

Review will come into force with the next number, which will be published in October. This number will *not* be supplied gratis to members of the Association, the subscription to the Association covering the four numbers—October, 1907; January, April, July, 1908.

Members who wish to continue to receive the *Review* should communicate with the Hon. Secretary of the Association, and enclose a P.O.O. for 7s. 6d.

A SPECIAL GENERAL MEETING was held at the College of Preceptors on Saturday, June 27.

Mr. A. A. Somerville was in the Chair.

The following resolution was moved from the Chair:

That the annual minimum subscription to the Association be in future 7s. 6d. per annum, and that MODERN LANGUAGE TEACHING be sent free to all members of the Association.

Mr. Preston (Exeter) raised the point whether the general body of members had been sufficiently consulted about the new arrangements for carrying on the MODERN LANGUAGE REVIEW, and urged that more care should be taken to ascertain the views of provincial members.

It was explained by the Chairman and the Hon. Secretary that the question had been before the Association for some time, that a report on the subject had been laid before the Annual General Meeting, and that the General Committee had also considered the matter.

The resolution was then passed.

A further resolution was passed, to the effect that the subscription for members joining after September 1 in any year

should be 8s. 6d. for the remainder of that year and the following year.

The ordinary monthly meeting of the Executive Committee was held at the College of Preceptors on Saturday, June 27.

Present: Messrs. Somerville (chair), Allpress, Breul, Fiedler, von Glehn, Hutton, Kirkman, Milner-Barry, Pollard, Rippmann, Miss Shearson, Messrs. Storr, Twentyman, and the Hon. Secretary.

Miss Morley wrote regretting inability to attend. The minutes of the last meeting were read and confirmed.

The resolutions passed by the General Meeting were reported by the Chairman.

It was decided that the Annual General Meeting should be held on January 12 and 13, 1909.

On the motion of Mr. Kirkman it was resolved that a Sub-committee should be appointed to consider methods of increasing the membership and extending the action of the Association.

The members appointed to serve on the Sub-committee were Mr. Kirkman (convener), Miss Purdie, Professor Rippmann, Miss Shearson, and Mr. Twentyman.

The Sub-committee on German reported that a letter to the President of the Board of Education had been drawn up, and would be sent in as soon as the signatures of the representatives of the co-operating bodies had been obtained.

The Travelling Exhibition Sub-committee reported that the German Section had been formed.

Professors Rippmann and R. A. Williams were appointed delegates to the meeting of the British Association in Dublin.

The following new members were elected:

A. H. Crowther, B.A., Bilton Grange, Rugby.

Miss M. M. Drewer, M.A., Grammar School for Girls, Wellingborough.

Miss Kroon, High School, Berkhamsted.

Miss M. Marsh, B.A., Upholland Grammar School, Lancs.

H. F. Pooley, B.A., 27 Grande Rue, Bourg-la-Reine, France.

J. S. Walters, Wilson's School, Peckham, S.E.

Miss E. M. Yates, Bingley Grammar School, Yorks.

THE ordinary monthly meeting of the Executive Committee was held at the College of Preceptors on Saturday, September 26.

Present: Messrs. Somerville (chair), Allpress, Miss Batchelor, Messrs. Breul, Fiedler, von Glehn, Hutton, Kirkman, Milner-Barry, Payen-Payne, Pollard, Rippmann, Miss Shearson, and the Hon. Secretary.

Miss Morley and Mr. Twentyman wrote regretting inability to attend.

The minutes of the last meeting were read and confirmed.

The report of the Committee on Training was presented, and it was resolved to take it into consideration at the next meeting.

On the recommendation of the Annual General Meeting Sub-committee, it was resolved to authorize the expenditure of a sum not exceeding £20 on an address or addresses at the meeting.

Miss Batchelor presented a report on the

international exchange of children, the substance of which appears elsewhere. On the motion of the Chairman, a cordial vote of thanks was given to Miss Batchelor for her services.

It was resolved to propose to the General Meeting that the subscription for life-membership should be £5 5s.

The following were appointed as representatives of the Association on the Committee of Management of the MODERN LANGUAGE REVIEW: Mr. Allpress, Dr. Breul, Professor Fiedler, Professor Rippmann, and Mr. Somerville.

The following eighteen new members were elected:

Stanley Austin, B.A., Royal Grammar School, High Wycombe.

Dr. H. M. Ayer, Columbia University, U.S.A.

Miss J. M. Boyd, L.L.A., St. Margaret's School, Aberdeen.

E. H. Budde, Ph.D., Taylorian Lecturer, Oxford University.

Miss M. Clokie, Netherthorpe Grammar School, Derbyshire.

Miss C. O. Durand, High School, Durham.

J. L. Gibbons, Blyth Secondary School, Northumberland.

Miss E. C. Grimwade, B.A., High School, Exeter.

A. G. Ferrers Howell, LL.M., Southlands, Heavitree, Exeter.

Dr. J. S. Kenyon, University of Indiana, U.S.A.

Dr. W. W. Lawrence, Columbia University, U.S.A.

Miss I. P. Pressly, M.A., Municipal School for Girls, York.

Miss K. Ryley, 46, Grosvenor Road, Birkdale, Southport.

L. R. M. Strachan, M.A., University of Heidelberg.

W. Todd, M.A., B.Sc., Mirfield Grammar School, Yorks.

Miss. A. M. Ward, Corn Market, Pontefract.

Miss D. Wolferston, High School, Swansea.

Miss Jean Woodward, York College for Girls, York.

THE NEUPHILOLOGENTAG AT HANOVER.

THE thirteenth biennial meeting of the German Modern Language Association was held in Hanover from the 8th to the 13th of June, and was attended by over 300 members and delegates. The proceedings commenced unofficially on Monday with a *Begrüssungsabend* in the *Königshalle*, at which each member received a badge and a packet of literature including the list of members, an excellent illustrated guide to Hanover, and a valuable *Festschrift*, edited by Professor Philippsthal (Hanover), with contributions, among others, from Professor Sachs (Brandenburg), Geheimrat Münch (Berlin), and Professor Stengel (Greifswald).

On Tuesday morning the Congress was formally opened in the fine hall of the old *Rathaus* by Geheimrat Stimming (Göttingen). After briefly sketching the history of the *Neuphilologen-Verband*, which twenty-two years ago was founded in Hanover with 305 members, and has now risen to a membership of 2,100, he dwelt on the importance of Modern Language studies for the material and intellectual life of the nation. He rejoiced that the new regulations for the admission of students to the Prussian Universities had put Modern Languages on practically the same level as the ancient languages, but emphasized the fact that this gratifying recognition of their subject had also imposed new duties and responsibilities on Modern Language masters. They must realize that in schools in which no classics were taught the pupils depended for their humanistic training mainly on Modern Languages, and that, therefore, more and more stress must be laid on the literary and humanistic side of their Modern Language teaching. While not underrating the practical utility of discussions of method, he hoped the meeting would bear in mind that the personality of the teacher was of infinitely greater importance than any particular method he might adopt, and

that it would therefore be a grave mistake if, instead of allowing the teacher a free hand in the choice of the method most congenial to him, they were to aim at a rigid uniformity of method in all the schools.

Geheimrat Münch (Berlin) addressed the meeting in the name of the Prussian Minister of Education, and Stadtsyndicus Eyl extended to the members of the Congress a hearty welcome on behalf of the municipal authorities.

Then followed speeches by representatives of foreign Governments and kindred associations. Professor Schweitzer (Paris) greeted the assembly in the name of the French Minister of Education; Dr. Spencer expressed the good wishes of the English Board of Education; and the representatives of the English Modern Language Association, Professor Fiedler (Oxford) and Mr. Savory (Marburg), brought greetings from the English colleagues and an invitation to the next annual meeting of the Modern Language Association at Oxford in January, 1909.

The remaining time of the morning sitting was devoted to the reading of three papers: one by Professor Philippsthal (Hanover), on *Taines Weltanschauung und ihre deutschen Quellen*; another by Dr. Engwer (Berlin), on *Französische Malerei und Literatur im 19. Jahrhundert*; and a third by Dr. Eichler (Wien), on *Das hochdeutsche Sprach- und Kulturgut im modernen englischen Sprachschatz*. The last of these has since appeared in the August number of the *Beiblatt zur Anglia*, and the two former will be printed before long in Viëtor's *Neuere Sprachen*.

The afternoon sitting commenced with a most instructive paper on *Shakespeare-Übersetzungen*, by Professor Schröer (Köln), which is also to be published in *Neuere Sprachen*. Geheimrat Münch followed with a stimulating discourse on the *Vorbildung der Lehrer der neueren Sprachen*. He considered that the training given to

future Modern Language teachers by the Universities still left much to be desired. Undue prominence was still given to the older periods of the language, and when leaving the University students possessed only a very imperfect knowledge of the living language and its literature. In the lively discussion which followed, Professors Suchier (Halle) and Morsbach (Göttingen) maintained that at their Universities, at any rate, the later periods of French and English literature received proper attention, but that no better results could be attained as long as students were compelled to combine the study of two Modern Languages. It was impossible to obtain anything like mastery over two foreign languages, and the combination of French and English could only lead to superficiality in both.

In the afternoon, Dr. Uhlemayr (Nürnberg) spoke on *Der fremdsprachliche Unterricht vor dem Forum des pädagogischen Kriticismus*, making a vigorous attack on some of the main tenets of the 'Reformers.' He could see only little, if any, educational value in the conversational method, and considered that the practical utility of a conversational command of a foreign language was entirely out of proportion to the trouble it cost to acquire, as in international intercourse the only thing needed was to understand, and not to speak, each other's language. He would abolish free composition, translation into the foreign language, and conversation, and devote more time to reading and translation into the mother-tongue. He proposed the following resolution, which, after a long and lively discussion, was lost:

'Der *produktive*, d. h. der auf Handhabung der fremden Sprache abzielende fremdsprachliche Unterricht entspricht nicht dem Wesen und dem Zwecke der Erziehungsschule, darum ist es im Interesse einer gedeihlichen Entwicklung des Schulwesens notwendig, dass der fremdsprachliche Unterricht *rezeptiv* werde, d. h. sich in Ziel und Methode auf das Verstehen der geschriebenen und

gesprochenen Sprache beschränke.—Dementsprechend soll die Lektüre die Basis nicht bloss des Unterrichts, sondern auch der Prüfung sein. In dieser sollen Hinübersetzung sowie freie Arbeiten wegfallen; Diktat und Herübersetzung sollen die wesentlichen Prüfungsmittel bilden.'

After Professor Schweitzer (Paris) had discoursed on *Les ressources de la méthode directe*, Direktor Walter (Frankfurt) submitted the following proposals to the meeting:

'1. Die Hauptquelle für die Aneignung des Wortschatzes ist der die Schüler interessierende Sprach- und Lesestoff.—Im Anfangsunterricht insbesondere steht die Einprägung des Wortschatzes in enger Verbindung mit einem nach sachlichen Gesichtspunkten geordneten und der Fassungskraft der Schüler entsprechenden Sprachstoffe.

'2. Die Schüler sind dazu anzuleiten, die Bedeutung aller auftretenden Wörter und idiomatischen Wendungen durch unmittelbare Verknüpfung mit der Handlung, dem Dinge oder Bilde (Zeichnung an der Tafel) oder durch Umschreibung in der fremden Sprache zu gewinnen, oder, soweit als möglich, aus dem Satzzusammenhange zu erschliessen.—Die Muttersprache ist nur im Notfalle heranzuziehen,

'3. Von Zeit zu Zeit empfiehlt sich eine Durchmusterung des Lesestoffes, um den gewonnenen Wortschatz nach bestimmten formalen und sachlichen Gruppen zu ordnen.

'4. Der "aktive" Wortschatz muss durch das Sprechen der Sprache lebendig erhalten und durch vielseitige Übungen in der Gruppierung und im Ersatz der Ausdrücke stetig befestigt und ergänzt werden.—Sehr nützlich und anregend erweist sich hierbei die freie dialogische Behandlung geeigneter Sprachstoffe.—Der "passive" Wortschatz erfährt durch fleissiges Lesen stetige Erweiterung. Von der Einprägung selten vorkommender Wörter und Wendungen ist selbstverständlich Abstand zu nehmen.'

After the chairman (Professor Morsbach) had pointed out that these proposals

would naturally only apply to those who used the direct method, they were carried.

The following scheme for the training and examination of Modern Language masters, prepared by Professor Sieper (München) and Direktor Dörr (Frankfurt), was also adopted after some discussion:

'Studium und Examen.'

'1. Das Studium der neueren Philologie soll sich ausser auf Sprache und Literatur auch auf die übrigen Gebiete des Kulturlebens Frankreichs und Englands erstrecken.

'2. Die wissenschaftliche Schulung darf nicht ausschliesslich Gewicht auf die gedächtnismässige Aneignung des rein Stofflichen legen, sie soll namentlich auch befähigen, eigene wissenschaftliche Arbeit zu leisten.

'3. Eine möglichst vielseitige und ausdauernde Beteiligung der Studierenden an den wissenschaftlichen Übungen ist dringend zu wünschen. Diese Beteiligung ist sowohl im Interesse der Vorbereitung für die systematischen Vorlesungen als auch um der Selbstbetätigung der Studenten willen zu erstreben.

'4. Die zwangsweise Kombination von Französisch und Englisch ist abzuweisen, da eine gleichmässig vollkommene Beherrschung der beiden Sprachen nur in den seltensten Fällen zu erreichen ist.

'5. (Im Examen ist eine möglichst allseitige und ausgleichend gerechte Beurteilung der Kandidaten zu erstreben.) Für jedes Fach ist in der Regel nur ein Examiner zu bestellen.

'Die praktische Seite der Ausbildung des Neuphilologen.'

'1. Die Studienzeit des Neuphilologen, für die mindestens acht Semester erforderlich sind, ist durchaus dem Fachstudium vorbehalten.

'2. Die Anforderungen im Französischen oder Englischen als Nebenfach (zweite oder untere Stufe der Lehrbefähigung) sind, soweit die Beherrschung der modernen Sprache und Literatur in Frage kommt, denen in dem Hauptfache gleichzustellen.

'3. Der Hauptprüfung folgt eine praktische Vorbereitungszeit von am besten zwei Jahren. Das zweite Jahr kann im Ausland verbracht werden.'

In the afternoon sitting, which was held in the *Technische Hochschule*, Dr. Panconcelli-Calzia (Marburg) and Professor Scheffler (Dresden) explained the possibilities of phonograph and gramophone in Modern Language teaching, practical demonstrations being also given by Professor Thudichum (Genève) and Mr. Savory.

On Thursday morning Professor Schneegans (Würzburg) read a paper on *Moderne französische Literaturgeschichte im Universitätsbetrieb*, in which he claimed that modern literature could be studied just as 'scientifically' as medieval, and dwelt on the necessity of paying greater attention to the literary side of their subject if they wanted Modern Languages to take an equal place with the classics.

Professor Viëtor spoke on the organization and equipment of French and English *Seminars*, in which students should be trained not only in philology and literature, but also in the practical use of the language. He urged the establishment of extensive *Seminar-Libraries* and the grant of a sufficient number of travelling scholarships.

Professor Schweitzer outlined a scheme for an Institut Français pour Étrangers, which he intended to found in Paris.*

The position of English in the Prussian *Gymnasias* and *Oberrealschulen* was discussed by Professors Huth (Stettin) and von Scholten (Halle), and Dr. Steinmüller (Würzburg) moved that at the next *Neuphilologentag* the question of uniformity in phonetic notation should be considered: this was agreed to. The motion that Zürich

* This scheme has since taken shape, and the institution will be opened on November 1. Full particulars can be obtained from Professor Schweitzer, Directeur de l'Institut Français, Hôtel des Sociétés Savantes, 28, Rue Serpente, Paris.

be the meeting-place of the Congress in 1910 was carried by acclamation, and the President accepted the invitation conveyed by Professor Vetter (Zürich) with best thanks.

The arrangements made by the local committee included several social functions. On Tuesday evening the members

met at a banquet, on Wednesday they were entertained by the town at a reception and supper, and an excursion to beautiful old Hildesheim brought the Congress to a successful close. It is worthy of note that the town of Hanover had voted £100 towards the expenses of the Congress.

H. G. FIEDLER.

INTERNATIONAL EXCHANGE OF CHILDREN.

EXACT statistics of the number of international exchanges of children effected this summer are not ready yet, but the number is approximately thirty-five, as against twenty-three last year. Some twelve exchanges for periods of six or twelve months have also been arranged. A fresh list of fourteen French families desiring an exchange for a long period was sent us in August by the Échange International at Paris. Offers of

exchanges with German families are very badly wanted; there are several German boys and girls on our list for whom no exchange has yet been found. Members are urged to make the system known amongst their friends, for in a matter of this kind private information has great weight with parents. All communications on this subject should be addressed to Miss Batchelor, Grassendale, Southbourne-on-Sea, Hants.

HOLIDAY COURSE BURSARIES.

THE West Lanes Branch of the I. A. A. M. has recently collected some information as to the assistance given by various local authorities for encouraging teachers to attend Modern Language Holiday Courses abroad. From answers referring to the authorities of twenty-seven counties and about fifty boroughs or districts it appears that seventeen County Councils—viz., Staffordshire, Derbyshire, Hertfordshire, Essex, Surrey, Kent, Yorkshire (W.R.), Berkshire, Devon, Glamorgan, Westmorland, Cumberland, Durham, Cambridge, Middlesex, Sussex, and London—have during the last few years given such grants, ranging in value from £6 to £14. Of these, London alone has offered sixty grants of £10 each. Two counties also—viz., Notts and Lancashire—are considering the question of making similar offers in the coming year. By the boroughs far less has been done hitherto, and only

three or four—notably Leeds, Bradford, and Huddersfield—have given any assistance at all. In Manchester, however, similar help has for some time been given by the generosity of a private individual, and in Gloucester by some of the school authorities. The courses for which grants are given are usually those for French and German, but in some cases also for Spanish; and by most of the authorities certain conditions are laid down to insure that the money be not misapplied. Smaller grants are also made in some districts to encourage attendance at courses such as those held during August at Oxford for teachers of geography. It seems probable that other authorities might be induced to follow this lead if representations were made to them by those associations within their area which are interested in the matter.

HOLIDAY COURSE IMPRESSIONS.

WE give below accounts of five holiday courses, and should welcome similar contributions from teachers who have attended other courses during the summer holidays.

TOURS.

As in other years, the Course of Lectures took place at the Lycée Descartes, which had been kindly placed at the disposal of the English Committee. The number of students attending the lectures was smaller than usual. Two courses of lectures were given. In the elementary course M. Letzelter treated of Corneille, Racine, Molière, and La Fontaine, adding variety to his lectures by some extremely interesting talks on the life and customs of the sixteenth century. In the advanced course, M. Papot dealt with Clément Marot, Rabelais, Pascal, Molière, Voltaire, Rousseau, and Lamartine. The originality and scholarship of the lecturer enabled him to hold his audience to a remarkable degree. In addition to lectures on purely literary matters, he drew on his local knowledge to give a most interesting account of the Protestant town of La Rochelle, and of its influence on French history.

Both lecturers took an infinity of pains to make the classes of composition and conversation attractive and profitable.

The fine weather which we enjoyed enabled a considerable number of excursions to be made to the various châteaux. Langeais, Amboise, Azay-le-Rideau, Chenonceaux, Chaumont, and the ruins of Loches and Chinon, recalled to our minds the lessons on French history that most of us had forgotten, and added a new interest to the subject of the relations between France and England in other days.

A new system of examination was tried this year: the same papers were set for both centres, and the final awarding of the certificates will rest with the Committee in London. Thus any inequalities of

standard at the two centres, or of different years, will be done away with; separate certificates will also be awarded for proficiency in written or spoken French.

A soirée to the Professeurs at the Villa la Pierre brought our visit to Tours to a close, and many of us wished, as we strolled through the garden in the soft light of the lanterns with which it was illuminated, that our stay could have been longer, and marvelled how three weeks could have passed so swiftly away.

HONFLEUR.

The Modern Languages Committee of the Teachers' Guild have this year made a noteworthy departure in connection with their French Courses. The examination has been entirely remodelled. It now consists of two parts, intended to test proficiency in Oral and Written French. The Oral is conducted by two French lecturers with an English assessor, and consists of reading, conversation on subjects selected from a list, and dictation. The written examination consists of an essay on a literary subject chosen from the lectures delivered to the students, an essay on a general subject, and a reproduction of a story previously read aloud to the candidates. The papers are read and commented on by the French lecturers, and marked by an independent English examiner. The final list is divided into three classes by the Modern Languages Committee, and for the present the result is made known to the candidates concerned privately.

It is intended that the standard required for a first class should be high, and that the certificates awarded should, in consequence, be of real value to Assistant Masters and Mistresses.

For some years the course at Honfleur has owed a good deal of its success to the kindness of the inhabitants themselves, who look forward with undisguised eagerness to the arrival of 'la colonie anglaise.'

A preliminary meeting is arranged by the indefatigable local secretary, M. Leconte, Professeur of English at the College. The students are received by the chief officers of the municipality and several of the leading citizens.

The professeurs and others who receive the students into their houses take great pains to see that the students have every opportunity of speaking French, themselves arranging private picnics at which they insist that no English shall be spoken.

The plateau lying above and behind Honfleur is well wooded and cut by charming country lanes. Longer expeditions can be made by train or cycle to Rouen, Caen, Lisieux, or Falaise, and the town itself is quaint and interesting. The chief church, Ste. Catherine, is the work of Honfleur shipwrights, and consists of two veritable naves, the roofs being simply inverted boat-building.

Another church, now converted into a museum, is full of objects recalling the close connection of Normandy with the colonization of Canada and the English occupation during the Hundred Years' War. The fishing-boats provide continual opportunities for the photographer.

There is a municipal theatre, and this year the students had an opportunity of seeing 'Madame Sans Gêne' very well done, and 'L'Oberlé'—a tragedy of Alsatian life, peculiarly interesting, as perhaps the only tragedy we are likely to see nowadays appealing to a really living national sentiment.

The actual work of the course is superintended by M. Leconte, whose knowledge of English idiom makes his composition lectures particularly valuable; and by M. Blossier, whose lectures are themselves fine examples of French style.

Additional leaders of conversation groups are called in according to the number of students attending the course, and the conversation classes follow a prearranged programme.

The conversation circles are kept down to about a dozen, and as the students can

make sure of their vocabulary, the time at disposal can be spent more in putting words together than in searching for them.

[A second correspondent sends us the following account of the course at Honfleur.]

About sixty students attended the holiday course at Honfleur this year. On the Saturday before the beginning of the course, the Mayor of the town, with the Principal and Professors of the College, gave the students a hearty welcome, and throughout the three weeks they were all most kind in doing anything they could to help.

As usual, there were two different courses of lectures, in French Literature, Composition, and Dictation, with Reading and Conversation Classes. In the advanced course rather too much Literature was attempted; the lectures were very full, but contained little personal criticism. Unless the set authors had been studied beforehand, it was difficult to get any clear idea in the short time set aside for their study.

There was practically no real Phonetics; reading was taught in syllables from the 'Syllabaire,' used in the École Maternelle—the whole class reading in unison—but there was not enough individual attention given.

The translation from English into French was not of much practical use, as poems were chosen, in which the expressions and vocabulary are not those of ordinary life. In the Composition classes, too, it was impossible to give much individual attention other than written correction. A good vocabulary and information about French life could be learned from the Conversation classes, but as the time given was so short, there was not much actual conversation for each student.

In the elementary course much more attention was paid to incorrect pronunciation in reading; the literary lectures were much less full, but contained more independent criticism.

Too much praise cannot be given both to the lecturing professors and to those in whose houses the students were boarded, for their kindness and zeal in helping students to gain as much advantage as possible from their stay in France.

NEUWIED.

To those who desire to improve their knowledge of Germany, its language and literature, I can give no better advice than that they should spend a part of their summer vacation at Neuwied-am-Rhein.

This thriving little town lies near the centre of the most romantic part of Germany's noble river, and numerous are the possible excursions up and down the stream, or up one of its charming tributaries. I will mention but one or two of those made by members of the Guild's Holiday Course.

One afternoon we took the steamer down-stream and visited 'the castled crag of Drachenfels,' commanding one of the noblest prospects on the Rhine.

Another day we journeyed south to Rüdesheim, and saw the great national monument on the Niederwald. After enjoying the magnificent views across the river to Bingen and the Nahe Valley, and up the famous Rheingau, we sailed back to Neuwied, passing on our way Bishop Hatto's Mouse Tower, the Lorelei rock, Coblenz, and Ehrenbreitstein,

'And chiefless castles breathing stern farewells
From grey but leafy walls, where Ruin
greenly dwells.'

Our last excursion was to the Laacher See, the largest of the crater-like tarns of the volcanic Eifel.

Every morning lecture classes, elementary and advanced, were held in the Neuwied Gymnasium. The Headmaster, Professor Dr. Biese, is the author of several well-known works, and the Teachers' Guild is certainly to be congratulated on securing the services of so proficient and interest-

ing a lecturer to conduct its Holiday Course. One enthusiastic student said: 'When I get home I shall rave about these lectures; I have heard nothing better in Cambridge.'

Professor Biese is most ably assisted by the Mittdirektor of the Moravian Boys' School, Herr G. H. Williger, who is a most competent teacher and well versed in Phonetics.

Another name, held in grateful memory by her pupils, is that of Frl. Dora Schultz, who conducted one of the conversation classes, which are a special feature of the Guild's Course.

In the last week an examination, written and oral, was held, and it is hoped, by careful supervision, to make the certificate granted to successful candidates a genuine and valuable testimony to their knowledge of German.

BESANÇON.

So many of the French Universities have during recent years instituted holiday courses that the student who is about to go abroad may well experience an *embarras de choix* on consulting the official list of centres. The proximity of Flanders, the historical interest of Normandy, the quaintness of Brittany, and the advantage—a questionable one, we think—of meeting with many compatriots in these northern provinces, have been determining factors in the choice of a large number of students.

Comparatively few Englishmen have considered it advisable to push as far as Besançon; and yet old Vesontium may well claim to be an ideal centre. For one thing, the boarding-house keepers do not depend for a living on the 'catch of the season,' so that to go there for a holiday is no more expensive than to spend one nearer home. And then Besançon boasts of no English colony. The student finds himself there in an absolutely French atmosphere, so that no day goes by without bringing some amelioration in his accent and some important addition to his vocabulary.

We think that, even if Besançon were the least accessible of French towns, and were devoid of historical interest and beautiful scenery, the University course would in itself alone fully justify attendance. The fee charged by the Comité de Patronage is very moderate. We paid 32s. for our *carte d'étudiant* and became entitled thereby to many privileges. We might attend all the lectures and classes, both elementary and advanced, which were given at the University during the holidays; we might borrow books from the University library and spend our afternoons in the reading-rooms, with periodicals or books of reference; and we might enter the Casino grounds at any time without payment. These were some of the privileges offered to registered students of the University; there were others, but by far the greatest of all was certainly the right of attendance at the lectures.

THE COURSE.

Although the course includes elementary classes, these are not intended for beginners. The work done in them more than covers the syllabus of the London matriculation; and one should come to them with a fairly extensive vocabulary and some knowledge of French accidence and syntax. This elementary work consists in the reading and explanation of French authors, exercises on word-formation, dictations involving grammatical points which usually puzzle the foreign student, composition, conversations on useful topics, letter and telegram writing, and the study of French phonetics.

The energy and good temper of the Professors in charge of this section of the work was simply admirable. Their enthusiasm carried their classes with them. No check was kept on the attendance, and none was needed; some of us, indeed, had gone with the intention of attending the advanced lectures only, but a visit to the elementary classes made us sudden converts to them; and if any circumstance arose which compelled us to absent our-

selves at any time, we bore our misfortune with the bad grace of those who are deprived of a very pleasant thing.

The classes on French phonetics were led by a distinguished University lecturer, whose correct pronunciation and clear enunciation, together with an enthusiastic belief in the usefulness of phonetics, fitted him admirably for the work he had in hand. No one who heard him read '*Les Pauvres Gens*' at the end of one of his lectures, will readily forget the poem, the author, the reader, or the poignant emotion which seized the class on hearing that touching story of a generous act told in the sonorous lines of Victor Hugo. It was an effective lesson in pronunciation, in reading, in modern French poetry, and in charity, too, though no other commentary was given than that which a good reader gives in his reading.

The syllabus of the advanced classes included studies in the use of moods and tenses, explanations of La Fontaine's fables, and lectures on Romanticism, French Prosody and the institutions of modern France. These lectures proved to be very delightful; they were delivered by a man who was exceedingly well versed in his subjects—a *Licencié ès Lettres, ès Droit et Agrégé de l'Université*—who spoke without notes, freely, as a man chatting with his friends. Ever bubbling over with wit; ever poking good-humoured fun at the foibles of his countrymen, yet defending them the while; referring sometimes in the most unorthodox manner to his private conversations with the students; simply ignoring all the conventional solemnities of the University lecture-hall, he managed to give us the information we needed—facts, rules, dates, and examples—while we scarcely realized we were working. And so it happened that every Wednesday afternoon, sometimes through torrential rain, often under the burning August sun, the students flocked to his lectures and filled the large lecture-hall of the University.

Besides those already mentioned, there were separate classes for English and for

German students, in which the difficulties arising out of the English and the German habits of mind were dealt with.

At all times the attitude adopted by the Professors towards the students contrasted strikingly with the cold indifference in the guise of overwhelming dignity which we have noticed in other lecturers elsewhere. Although their classes were often very large, the Professors managed to know all their students and to appreciate their particular requirements, so that they were able to give, when it was needed, valuable advice concerning the course of study to pursue and the examinations to attempt. It was very pleasing to notice that the same spirit of *camaraderie* and mutual confidence existed among the students, although they were of half a dozen different nationalities.

Everything was done to meet the requirements of the students: criticisms and suggestions were often asked for, and when offered they were always courteously listened to, and whenever possible, acted upon.

Some of the students, for instance, asked for some *causeries* upon the plays which had been acted at the Odéon or the Comédie Française during the past winter. The following week a Professor began a course of studies of those plays. Encouraged by this, some of the English students asked that in the future the programme of the advanced classes might be based on the syllabus of the London Intermediate and Final B.A. examinations in French. This was a very bold suggestion, for we knew that it implied a considerable increase in the teaching staff. The response was as immediate as it was categorical. The staff, we were told, would be increased to the necessary number; the syllabus of the London University examinations would be studied and the classes organized accordingly. English students, therefore, who go to Besançon will henceforth have the advantage of the help of French University lecturers in the preparation of their degree work.

Whilst the interests of the students

are thus carefully considered in the classroom, their amusements are by no means overlooked.

Week by week the Professors themselves organize and conduct excursions to the museums, to the watch-making factories of the town, and to places of artistic or historical interest in the beautiful neighbouring country. For the town of Besançon is very ancient and is full of interesting monuments of the past. On the Square Archéologique there are still standing certain very fine columns and an arch—vestiges of the Roman period, for the natural strength of the *emplacement* of the town could not have escaped the attention of those warriors. The Doubs at this place forms a great horse-shoe curve and surrounds the ground on which the town is built, except on the south side, which is defended by a hill 1,000 feet high. Some narrow streets, partially formed of curious sixteenth-century houses with arched windows and great three-storied roofs, tell the story of a long Spanish occupation; the double rampart on the north side beyond the river, and the fortresses crowning half a dozen lofty hills which overlook the town, tell of the military genius of Vauban. The statues of Jouffroy (the engineer) and of Victor Hugo, and the Rue Charles Nodier, remind one that these men of genius were born in Besançon. There are also good museums, fine churches, the school of watch-making, the public library, the famous 'Fontaine de Bacchus,' which on days of public rejoicing used to flow with wine, and a hundred other things that are all worth seeing.

But better even than all these to our mind is the bewitching country which lies at the gates of the town; for Besançon is the capital of Franche-Comté, one of the most picturesque provinces of France. The thickly-wooded hills, the deep fertile valleys, and the beautiful Doubs are the objects of the students' frequent excursions and the source of constant delight. It was all so different from what we had seen for many a month—all

so calm and bright, after the bustle and the joyless grey of London.

The Comité de Patronage has founded a club for the foreign students, at the meetings of which one or other of the Professors frequently presides. Here the foreigners meet with their French fellow-students and their musical friends, and at the Wednesday evening meetings French, English, Germans, Austrians, Swiss, and Italians sing together and dance together, just as though the newspapers were not always speaking of racial differences and natural enmities. At these Wednesday gatherings, too, the bold have opportunities of trying their strength at public speaking—in French, of course—and are fully rewarded for the few moments of nervous strain such a performance entails, by the encouragement which the sympathetic audience is ever ready to give.

The examination for the *Certificat d'Études Françaises* is one of some severity, and the certificate is well worth striving for. The syllabus of the examination is set by the French Board of Education, and the certificate is given over the seal of the University. In Germany its possession by French teachers has led in some cases to a substantial increase of salary.

There is also at Besançon a winter session for foreign students, who have the privilege of attending the ordinary lectures of the University, as well as the lectures given for their especial benefit.

It was not without regret that, at the beginning of September, we saw the end of our stay in Besançon approaching, and thought that soon we should have to leave our seat in the class to take our stand at the desk. When the time came to say *au revoir* we wished that we might have added, 'à l'année prochaine.' And now that the winter's work has begun we look back on that busy holiday as on one of the best we have known, for the memory of those good French people, of those cheerful classes, and of those obliging Professors remains as a source of inspiration.

OSMOND T. ROBERT.

ST. SERVAN.

Judging only from a single experience, I should say that, whether attended for serious study or for mere mental refreshment and the pleasure of hearing the chosen language well spoken, Holiday Courses offer great opportunities to the teacher of Modern Languages.

Apart from the benefit derived from residence in a foreign country, so often discounted by the fact that one meets mostly those of one's own countrymen who do not travel with the object of learning the language, the actual change from an English class-room to a foreign one, with a totally different point of view, the absolute atmosphere, must mean renewal of mental energy, if not of actual knowledge, and, best of all, the lifting out of the narrow groove into which the teacher of languages is so prone to fall.

At the University College of St. Servan this August, three different courses were offered—a higher, an intermediate, and an elementary. Of the two latter I can only speak from hearsay, as they were held simultaneously with the higher one, which was too interesting to sacrifice; but several teachers attending both the intermediate and the elementary courses for the sake of studying methods, expressed disappointment, and said that English was far too much used as a medium of instruction, and that the lessons in general were too elementary for the students of the year. I believe these courses were conducted by the Professors of local colleges or *lycées*, whereas the *cours supérieur* was in the hands of four Professors from the University of Rennes, the Principal of the St. Servan College, and M. Zünd-Burguet.

Naturally, the lecturers were not all equally able or sympathetic; but the subjects chosen covered a sufficiently wide field of interest, and, for the earnest student, there was much to learn from all of them. A particularly brilliant series of lectures was given by M. Fettu on French Political and Social Institutions,

four of which, by general request, were devoted to the subject of 'L'Organisation de l'Enseignement.' Two sections — (a) Old Romances and Up-to-date Novels, (b) Modern Poetry—completed the programme of the ordinary course; besides which there was a course of Experimental and Practical Phonetics (fee, 15 francs), and for students of Old French, a course on Celtic Language and Literature, by M. J. Loth, Doyen de la Faculté des Lettres de l'Université de Rennes (fee, 50 francs).

After each lecture, opportunity was given for questions and discussion; in all sections (except phonetics) subjects for composition were set; and in the two literature courses students, were further invited to undertake verbal explanations of set portions of the text—a most useful and profitable exercise. There were two or three teachers (hailing, I think, from the 'Fatherland') who criticized a lecturer's treatment of Victor Hugo's verse as savouring too much of the schoolroom; but, judging by the attendance at these particular lectures, and also by the greater number of compositions sent in, I doubt if this opinion was generally shared. If the lecturer did err at all on the score of a too minute examination of metre and rhythm, in justice I must add, that the Professors, as a whole, freely admitted that the standard of advancement in the students of the year had taken them by surprise, greatly exceeding that of any preceding year.

When I have said that the phonetics were in the hands of M. Zünd-Burguet, no one will be surprised to hear that, in ten lessons, of from two to two and a half hours each, he not only covered the whole ground of practical phonetics and gave the most able demonstrations, both with and without apparatus, but that he found time during the last five lessons for practical work with the students of a somewhat large class. As a teacher of phonetics of some years' standing, I confess to thinking the examination on the tenth day, with its 10-franc little diploma, rather a pity,

and to doubting the standard of efficiency that could be expected (in the time) from students to whom, for the most part, the subject was absolutely new.

It seemed also somewhat regrettable that so clever a man should think it necessary to allude quite so often to the great pioneers in the science as 'nos adversaires,' to inveigh with such undisguised contempt and spite against the principles promulgated by them, and to spend so much time trying to convince his hearers that to him alone were due the real discoveries in phonetics. Further, after his most elaborate demonstrations of the importance of the production and character of *voyelles fermées, moyennes*, etc., the doctrine of approximate correctness which he afterwards preached seemed somewhat illogical: 'Do not strive after a Parisian or any other accent—open your mouth in this or that manner, put your tongue in this or that position, and you will have *quite a good enough a, e, r*, etc. Nobody will find any fault with you, nor expect any more of you.' The lecturer further struck me as capricious, sometimes spending long periods over one student, and sometimes accepting sound after sound (to my ear) of very questionable accuracy.

But as a real practical introduction to the study of phonetics, and a splendid start, nothing better could have been desired; and, in his last lecture, M. Zünd-Burguet's advice to teachers, both as to methods of teaching and as to what *not* to teach, showed not only great experience in teaching, but also great insight into the methods of dealing successfully with young children.

As a last word, I would strongly advise students wishing to attend this course to apply early for admission into the families of the different College Professors and others who receive guests. Most of them have not large villas or houses, and can only receive a limited number. I think there were six in the house I stayed at, not counting three who slept near by and came in for meals. These villas,

apparently, get filled up as early as June, and many regrets I heard from those who, having applied too late, were obliged to be content with the ordinary hotels or pensions. But the number of English in the St. Malo district is now so great that, unless one is in a French family, the opportunities of speaking the language are very small; and, over and above this very important point, I must pay a tribute of the most sincere recognition to the sympathetic interest, the never-failing kindness of the Professors and their families themselves. While you are with them you are their one occupation, both

in school and out; and there is absolutely nothing they will not do for you—from the extricating of your luggage from the Douane and the hands of the harpy-commissionnaires, and the daily attention to your smallest wish, to the arrangement of boating parties, picnics, concerts; and these quite independently of the formally organized excursions in connection with the course itself.

A list of these private houses and others can be obtained from the director of the course, M. F. Gohin, Lycée de Rennes.

L. H. ALTHAUS.

ANNUAL EXAMINATION IN GERMAN, CONDUCTED BY THE SPRACHVEREIN.

WITH a view to encouraging the study of German in English schools, the London branch of the Allgemeiner Deutscher Sprachverein decided to hold an annual examination in German. A special committee was appointed, and the following scheme drawn up:

The examination should be open to boys and girls under nineteen, and should be controlled by a Board consisting of two moderators and two examiners. The moderators elected for the first examination were Professor Rippmann and Mr. Stogdon; the examiners, Dr. Breul and Mr. Milner-Barry. The date fixed for the first examination was March 27, 1908.

It was decided that candidates should be divided into the following groups:

A. Boys and girls neither of whose parents are German, and who since their twelfth birthday have not spent two years in Germany.

B. Boys and girls one or both of whose parents are German, or who since their twelfth birthday have passed two years in Germany.

Candidates of both groups (A and B) should be examined in one of the two sections—I. under nineteen, or II. under seventeen—on the day of examination.

The examination should, if possible, include a written and an oral test.

The written examination for Section I. should consist of papers containing—

(a) German passages, prose and verse, for unseen translation into English. Time allowed, three hours.

(b) English passages for translation into German. A choice of subjects for a German essay; some of the subjects should deal with works by Goethe, Schiller, Lessing. Time allowed, three hours.

The standard aimed at in this section should be that of the Cambridge Entrance Scholarships.

The written examination for Section II. should consist of papers containing—

(a) German passages, prose and verse, for unseen translation into English. Time allowed, three hours.

(b) An English passage and some English sentences for translation into German. A choice of subjects for a German essay. Time allowed, three hours.

The standard aimed at in this section should be that of the London University Matriculation.

The examination of 1908 proved very successful, and the committee has much pleasure in announcing its intention of holding a similar examination in 1909. The exact date will be fixed later.

It was found impossible this year, owing chiefly to lack of funds, to conduct an oral test, but it is hoped that one will be included in future examinations.

It has been decided that in the examination of 1909 the composition paper of each section shall include a choice of subjects, both literary and general, for a German essay. No special authors will be set.

Number of schools competing in the examination of 1908: 35 boys' schools; 18 girls' schools; 1 mixed.

Number of candidates: 124 boys, 61 girls—total 185.

These candidates were distributed as follows:

Section I.

Boys (Group A)	...	...	46
„ (Group B)	...	...	6
Girls (Group A)	...	...	30
„ (Group B)	...	...	—
Total	...	...	82

Section II.

Boys (Group A)	...	...	64
„ (Group B)	...	...	8
Girls (Group A)	...	...	29
„ (Group B)	...	...	2
Total	...	...	103

The following awards have been made on the results of the examination of 1908:

A Travelling Scholarship of Ten Guineas.

Mr. J. W. Roberts (Section I., A), Manchester Grammar School.

First Prizes of Two Guineas in Books.

Miss M. Brandebourg (Section I., A), Portsmouth High School.

Mr. A. E. C. T. Dooner (Section II., A), Tonbridge School.

Mr. D. McKillop (Section II., A), Manchester Grammar School.

Mr. A. Ryder (Section II., B), Victoria College, Jersey.

Miss O. J. Flecker (Section II., A), Ladies' College, Cheltenham.

Miss M. Könitzer (Section II., B), Wycombe Abbey School.

Second Prizes of One Guinea in Books.

Mr. W. G. Glendinning (Section I., A), Queen's College, Belfast.

Mr. N. B. Jopson (Section I., A), Merchant Taylors' School, Crosby.

Mr. A. G. A. Hellmers (Section II., B), Dulwich College.

Mr. M. C. A. Korten (Section II., B), Dulwich College.

Mr. W. Schaible (Section II., B), City of London School.

The following candidates have been awarded certificates declaring that they passed the examination with credit:

Section I., Group A.

Mr. H. Cooper, Manchester Grammar School.

Mr. J. L. Fryers, Merchant Taylors' School, London.

Mr. A. Roberts, Merchant Taylors' School, Crosby.

Miss L. Wilson, Blackheath High School.

Miss S. Margoliouth, Blackheath High School.

Miss C. Stewart, Bedford High School.

Section I., Group B.

Mr. J. G. Davidson, City of London School.

Mr. W. Faupel, Wimbledon College.

Section II., Group A.

Mr. H. M. Pickthorn, Aldenham School.

Mr. P. M. Pascall, Merchant Taylors' School, London.

Mr. W. G. R. Hinchliffe, Liverpool College.

Mr. W. G. Campbell, Mill Hill School.

Miss W. M. Packer, Cheltenham Ladies' College.

Miss M. S. Kynnersley, Bedford High School.

Miss S. Wells, Bedford High School.

Section II., Group B.

Mr. W. F. Lindemann, Dulwich College.

Mr. H. Holthausen, Dulwich College.

Miss M. P. Reiche, Bedford High School.

In addition to the above-mentioned awards, thirty-eight candidates have received certificates declaring that they have satisfied the examiners.

The committee wish to express their

gratification that so many schools supported this first examination, and venture to hope that next year the entries will be more numerous.

REVIEWS.

Shakespeare's Macbeth. Edited by Assistant-Professor F. MOORMAN, with the assistance of H. P. JUNKER. (Leipzig: Teubner, 1908.) Text, pp. 87; notes (separately bound), pp. 70. Price 1 Mark 20 Pf.; paper covers, 1 Mark.)

This edition, intended primarily for German schools which teach English on the 'direct method,' appears adequately to fulfil its purpose. The text is that of the Globe Shakespeare, the introduction summarizes the most important points concerning the date, sources, and characterization of the play, and the notes are full, clear, and apt. The edition can be recommended for foreign students.

Le Vie d'un Poète — Coleridge. Par JOSEPH AYNARD. (Paris: Librairie Hachette et Cie, 1907.)

M. Aynard has added yet another to those valuable studies of English poets which have recently been published by Frenchmen. His criticism is sympathetic, understanding, and often profound, and it is a pleasure to read what it has so evidently been a pleasure to write. He is at his best

in his treatment of the *annus mirabilis*, 1797-1798, and nowhere better than in his discussion of the great poems. Thus: 'Le Vieux Marin, c'est un cas de possession par le remords, ses visions ne nous sont pas données un instant comme vraies, c'est là leur vraisemblance, leur vérité.' And again: 'Ses poèmes sont des visions, mais dominées et mises en œuvre par un esprit qui n'a jamais été plus près de la réalité que dans cette année de bonheur.'

The comments on Coleridge's philosophy and criticism are equally to the point, and M. Aynard's book is, as a whole, well worth reading. Though one may not invariably agree with his opinions, it is impossible to doubt his conviction that, in spite of the incompleteness of Coleridge's achievements, 'tant qu'on fera des fouilles dans ces ruines mystérieuses on y trouvera des trésors.' That, at any rate, is the right spirit in which to approach the work of a great master. M. Aynard brings with him always 'a heart that watches and receives.'

CORRESPONDENCE.

UNIVERSITY ENTRANCE SCHOLARSHIPS IN MODERN LANGUAGES.

As was recently announced in your columns, Worcester College, Oxford, offered an exhibition in Modern Languages for competition last June. The somewhat extraordinary regulations governing the competition seem likely, if adopted elsewhere, to exert a deleterious influence upon Modern Language study in schools. In brief, candidates were allowed to offer French or German, but not both, and were also asked to offer a special period of literature to be chosen by themselves. The reason for thus excluding one of these two school languages seems to be that the

Oxford Final School examines either in French or German—presumably either in Romance or Teutonic philology—and the College, therefore, feels bound to respect the arrangements of the Final School in offering exhibitions to candidates.

I venture to think that this course is highly inadvisable. There is no reason why an exhibitor in French should know a single word of German; yet the study of Romance philology without a sound knowledge of German is a hopeless task.

Again, the average schoolboy is made

to run a one-legged race: he has probably spent as much time on one language as upon the other, and has no chance of showing any result of one-half of his labours. Finally, the regulation is inconsistent, seeing that candidates for classical scholarships must offer both Latin and Greek: if two languages in one case, why not in the other?

The general adoption of this regulation will lead to undue specialization upon one language in schools, with its attendant evils. The special period of literature is also a doubtful point for schoolboys; a general paper would provide as adequate a test as they can be expected to stand, and

would remove all temptation to cram names, dates, and quotations.

This seems, therefore, a case in which our Association might make some recommendation to colleges which offer Modern Language exhibitions. The regulations governing these will certainly influence the character of school-teaching, and I cannot conceive that any benefit to that teaching will accrue by specialization upon French in preference to German, or upon German in preference to French.

H. J. CHAYTOR.

KING EDWARD VII. SCHOOL,
SHEFFIELD.

July 13, 1908.

FROM HERE AND THERE.

THE Annual General Meeting of the Modern Language Association will be held at Oxford on Tuesday and Wednesday, January 12 and 13.

We have received an important Memorandum explanatory of the resolutions adopted by the Scottish Modern Language Association regarding the present position and future organization of Modern Language study in Scotland. Extracts from it will appear in our next issue.

The library of the Board of Education has now been transferred to the new building in Charles Street, Whitehall. Advantage has been taken of this opportunity to re-classify the books on a new and more scientific principle.

On October 22, at 7.30 p.m., M. Jules Gautier, Directeur de l'Enseignement Secondaire, will deliver a lecture on 'L'Évolution de l'Enseignement Secondaire en France depuis Napoléon I.,' in the Lecture Hall attached to the British Education Section of the Franco-British Exhibition.

It is intended to revive Milton's *Samson Agonistes* next December in London in

connection with the poet's Tercentenary celebration. This play was acted for the first time in April, 1900, when it was produced for the Elizabethan Stage Society, and was given in the Lecture Theatre of the Victoria and Albert Museum. The performance was under the direction of Mr. William Poel, who will be responsible again for the stage management. Representations of the tragedy will also be given in Oxford, Cambridge, Liverpool, and Manchester.

CAMBRIDGE UNIVERSITY, NEWNHAM COLLEGE.—The Mary Stevenson Scholarship (£35 a year) has been awarded to Miss L. D. Kendall (King Edward's School, Birmingham), and the Mathilde Blind Scholarship to Miss J. M. G. Alexander (Royal Academy, Irvine), both for Modern Languages.

LIVERPOOL UNIVERSITY.—The Council have instituted two new chairs, one of Celtic studies and the other medieval archaeology. To the first they have appointed Professor Kuno Meyer, who already holds the endowed chair of German in the University. The new chair is unendowed. Dr. Meyer's appointment is a recognition of his eminence as a Celtic

scholar, and places him officially at the head of the school of Celtic, which he has founded in the University. To the second chair the Council has appointed Mr. Francis Pierrepont Barnard, M.A., F.S.A., of Pembroke College, Oxford. This chair is also unendowed. Mr. Barnard has had a distinguished career as a student and investigator in his own subjects, and his appointment will add greatly to the strength of the staff of the schools of history and archaeology.



LONDON UNIVERSITY.—The following courses, of ten lectures each, are open free to all teachers in London secondary and elementary schools, and to teachers in training: (1) 'Outlines of French Literature,' by Miss F. C. Johnson, M.A., October 14 and following Wednesdays, at 6 p.m.; (2) 'Some Aspects of John Ruskin,' by Miss C. F. E. Spurgeon (Final English Honours, Oxford), October 10 and following Saturdays, at 10.30 a.m.



LONDON UNIVERSITY.—Professor Kuno Meyer, of the University of Liverpool, has accepted an invitation to give a course of lectures next session at University College on Celtic languages and their literatures. The course has been arranged by the generosity of a private benefactor, and is intended to prepare the way for the institution of a permanent lectureship or professorship in Celtic.



LONDON UNIVERSITY.—Scholarships for Modern Languages have been awarded on the results of the Scholarships Examination, held at the University in July, to students who have passed an Intermediate Examination, or the Preliminary Scientific Examination, Part I., as follows:

University Scholarships of £50 a year, tenable for one year, to Irene C. Dukes, University College, Ella M. Marchant, Royal Holloway College, and Edna Smallwood, Birkbeck College, for English; Catherine Andersson, private study, and Hubert B. Kemmis, University College,

for French; Margaret F. Richey, private study, for German.

A Gilchrist Scholarship for Women of £40 a year, tenable for two years, to Louise Soldan (Bedford College for Women) for German, who qualified also for a University Scholarship.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—The Andrews additional (entrance) Scholarship for Modern Languages (£30) has been awarded to J. D. Whyte, Dulwich College.



LONDON UNIVERSITY.—The Holiday Course for Foreigners again attracted a large number of students from many countries. Owing to the desire to make the work thoroughly efficient, only 266 applications were accepted, and between sixty and seventy had to be refused admission to the Course.



MANCHESTER UNIVERSITY.—The Early English Text Society's Prize has been awarded to A. F. Lund.



OXFORD UNIVERSITY.—Mr. David Nichol Smith, M.A. Edin., Professor of English Language and Literature, Armstrong College, Newcastle-on-Tyne, has been appointed to the new Goldsmiths' Readership in English.

Professor Nichol Smith took his degree in Edinburgh in 1895 with first-class honours in English, and shortly after gained the Heriot Fellowship, in competition for which he wrote a thesis on 'Dryden and the Rise of Literary Criticism in England.' After some years in Paris, where he studied at the Sorbonne, and occupied himself with research on French literary criticism, he returned to Edinburgh, and devoted himself to literary work, publishing a translation of Brunetière's 'Essays in French Literature,' editing the 'Art Poétique' of Boileau, Shakespeare's 'Henry VIII.' and 'King Lear,' Dryden's 'Essay of Dramatic Poetry,' and Hazlitt's 'Essays on Poetry.' From

1902 to 1904 he was assistant to the Professor of English at Glasgow, when he brought out a volume of 'Eighteenth Century Essays on Shakespeare.' The stipend of the Reader will consist of the interest on £10,000, the gift of the Goldsmiths' Company, and this will be augmented by from £150 to £200 a year from other sources.



OXFORD UNIVERSITY.—Mr. Erich H. Budde, Ph.D., Jena, has been appointed to the new additional Lectureship in German.

Dr. Budde is a distinguished young German scholar who has studied at the Universities of Munich, Vienna, and Jena. He took his doctor's degree at the last-named University in 1906.



OXFORD UNIVERSITY.—The following is an analysis of those who were successful in (1) the Honour School of English Language and Literature:

	Men.	Women.	Total.
Class I. ...	1	4	5
Class II. ...	5	7	12
Class III. ...	4	1	5
Class IV. ...	2	1	3
	12	13	25

(2) The Honour School of Modern Languages:

	Men.	Women.	Total.
Class I. ...	1 G	2 G	3 G
Class II. ...	—	2 F, 1 G	2 F, 1 G
Class III. {	2 F, 1 G, 1 S	2 F, 1 G	4 F, 2 G, 1 S
Class IV.	1 F	—	1 F
	3 F, 2 G, 1 S	4 F, 4 G	6 F, 6 G, 1 S

(F=French, G=German, S=Spanish.)



OXFORD UNIVERSITY, WORCESTER COLLEGE.—H. E. Truelove, of Henry VIII. School, Sheffield, has been elected to an Exhibition in French.



SOUTHAMPTON, HARTLEY UNIVERSITY COLLEGE.—Mr. T. S. Sterling, B.A., Cantab., has been appointed Lecturer in English.

Mr. A. B. FORSTER, of King's School, Rochester, has been appointed to a mastership at Mill Hill School.



Miss H. POWELL, of the Cambridge Day Training Colleges, has been appointed Principal of St. Mary's College, Paddington.



Mr. G. H. SHEPHERD has presented to King Edward VI. Grammar School, Louth, a bust in white marble of Tennyson, who was at the school in 1820, with his father, William Shepherd. The bust is the work of Mr. H. Garland.



Mr. H. J. CHAYTOR, of King Edward VII.'s School, Sheffield, has been appointed Headmaster of Plymouth College.



Mr. K. LONSDALE, B.A., has been appointed French Master at Maidenhead Modern School.



The Headmistress of an *École Primaire Supérieure* wishes for a young English lady *au pair*. Ample facilities for acquiring French. Application should be made to the Hon. Secretary, 45, South Hill Park, Hampstead, London, N.W.



Among the changes announced in the regulations for 1909 of the Cambridge Local Examinations, we notice that spoken French and German will be included in the subjects for the preliminary examination, as well as the examination of senior and junior candidates.



PROFESSOR KIRKPATRICK, speaking on 'Our Edinburgh Vacation Courses,' referred to the teaching of German, and declared that 'it was lamentable that the subject was so miserably neglected in this country.'

In Russia and France (he said), and in many other countries, German was one of the principal staples of education, and they all knew that German was absolutely indispensable to the classical scholar, the man of science, the man of literature, the man of business. None of these people

could possibly get on without a knowledge of both French and German. They often heard it said that these 'horrid Germans' were cutting them out in science and in business. The reason was simply this, that Germans were more industrious, more persevering; and, instead of setting up hostile tariffs in this country to block out the 'horrid Germans,' it would be infinitely better if the British youth would learn the German tongue. He could not understand why the educational authorities of their schools did not insist upon the teaching of French and German. It seemed to him that their schools and their educational authorities had killed German, which was one of the things they were most in need of.

'CECI EST LA VIE DE L'ÉCOLE.'—The discerning reader will find the following free composition by a candidate from a boys' school interesting, not only in respect to its form, but still more so as a comment upon school life from the point of view of a member of that large class covered by the term 'average boy':

'La vie chez une école anglaise n'est pas bon dans l'école, mais très bon dans les champs. Si un garçon n'est pas habile, il a toujours les impositions, mais s'il n'est pas bon aux jeux, il n'a pas les impositions. Il nous faut placer nos impositions, nommées par les garçons impôts, dans une boîte, et si nous n'y plaçons pas, nous avons encore une imposition. Ceci est la vie de l'école.'

GOOD ARTICLES.

JOURNAL OF EDUCATION, July, 1908: The True Meaning of 'Free School' (A. F. Leach); The Holiday Courses of the Alliance Française. August, 1908: The Curriculum of American High Schools (W. H. Winch); A Model Literature Lesson (Ethel Dawson); National Education and the Public Schools (A Public School Master). September, 1908: Psychology in Schools (W. H. Winch).

SCHOOL WORLD, July, 1908: School Journeys (C. J. Rose); The Teaching of English in American High Schools (W. H. Winch). August, 1908: The Cost of Efficient Secondary Education (R. E. Thwaites); Tense-Transition in the Reform Method of Teaching a Modern Language (R. H. Pardoe); The Milton Tercentenary at Cambridge (Fanny Johnson); The Education of Girls (Mrs. Woodhouse). September, 1908: The Correction of Faulty English (N. L. Frazer).

EDUCATIONAL TIMES, August, 1908: The German Continuation School (T. Hannan).

SCHOOL, July, 1908: The Real Dangers of the Examination System (F. H. Colson).

August, 1908: The Prussian 'Knabennittelschule' (J. Drever); The Ideals of an Assistant Master (E. C. Kittson); Attention (H. Bompas Smith). September, 1908: Education in China (J. Shillaker).

DIE NEUEREN SPRACHEN, June, 1908: Der Bildungswert der Neueren Sprachen im Mittelschulunterricht (M. Förster); Leitsätze für den Neusprachlichen Unterricht an der Bayerischen Oberrealschule (C. Eidam).

LES LANGUES MODERNES, July, 1908: Le Chant dans les Classes de Langues Modernes (F. Jehl); La Composition de Langue Étrangère au Baccalauréat (S. Hirsch).

OUTRE MANCHE, June, 1908: Les Tendances de l'Enseignement en Amérique (M. Farrington).

BOLLETINO DI FILOLOGIA MODERNA, May, 1908: Questioni di Metodo (G. Gulli). July, 1908: L'Insegnamento del Francese a mezzo del Grammofono (G. Malavasi); Il Metodo Diretto e i suoi Ostacoli (R. D'Elia).

195

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 7

NOVEMBER, 1908

THE STUDY OF GERMAN IN PUBLIC SECONDARY SCHOOLS.

THE following letter has been addressed to the President of the Board of Education :

SIR,

We, the undersigned, desire, on behalf of the bodies whose names are appended to our signatures, to represent to you the serious neglect into which the study of the German language in public secondary schools is falling.

That the number of pupils in

these schools who learn German is small is incontestable, but we have reason to believe that in the schools below the first rank this number is not only small, but diminishing.

Evidence of this is supplied by the following tables, which show the number of candidates who entered for the Oxford and Cambridge Local Examinations in certain years, and the number and percentage who offered German :

OXFORD LOCAL EXAMINATIONS.

JUNIOR.

Year.	No. of Candidates.	No. taking German.	Percentage.
1895	3,226	440	13·7
1900	4,455	441	9·8
1905	7,011	505	7·2
1907	8,327	479	5·7

OXFORD LOCAL EXAMINATIONS—*continued.*

SENIOR.

Year.	No. of Candidates.	No. taking German.	Percentage.
1895	1,414	351	24·2
1900	1,926	282	14·6
1905	3,664	414	11·2
1907	6,370	360	5·6

CAMBRIDGE LOCAL EXAMINATIONS.

SENIOR.

Year.	No. of Candidates.		No. taking German.		Percentage.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1895	680	1,272	80	426	11·7	33·5
1900	921	1,366	62	313	6·5	22·7
1906	1,721	2,015	108	216	6·3	10·7

JUNIOR.

1895	5,033	2,696	396	557	7·5	20·6
1900	5,413	2,964	319	483	5·9	16·3
1906	4,671	3,034	345	314	7·3	10·3

It will be seen from the above figures that the percentage who offer German is steadily diminishing, and that German as a school subject is being gradually elbowed out.

In this connexion we would bring to your notice the fact that the Reports of the Education Department of the London Chamber of Commerce have repeatedly called attention to the inadequacy of the supply of candidates for clerkships who are acquainted with foreign languages. It is from the schools which send in their pupils for the Oxford and Cambridge Local Ex-

aminations that the great bulk of clerks come.

Further evidence of this lamentable decline in the study of German is supplied by the Report of your Board for 1906-07, which says: 'German in Wales, as in England, is finding difficulty in maintaining its ground' (p. 83); and the Report on Secondary Education in Scotland for 1897, in which occurs the statement: 'German can hardly be said to be holding its ground. . . . Inquiry shows that in England the phenomenon is still more strikingly apparent' (p. 23).

Evidence is also before us to the

effect that the Universities find it increasingly difficult to obtain students prepared to take up the higher study of German.

We are of opinion that this decline of German as a secondary school subject is a matter of grave national importance—

(a) From the point of view of general literary culture.

(b) From the point of view of the public services.

(c) From the point of view of practical utility, considering the value of German for serious students in all branches of knowledge, as well as for those taking up a professional, commercial, or technological career.

(d) From the point of view of rendering a good understanding between the two peoples less easy.

Taking this view of the important place German should hold in the curriculum of the secondary school, we welcome the recent change in the Regulations of your Board, the effect of which we understand to be that, so long as provision is made for teaching Latin to pupils who may require it, the Board will offer no objection to a school making French and German the two principal foreign languages in its curriculum.

We would at the same time represent to you that much more must be done if the unfortunate decay of German is to be checked, and we therefore venture to suggest that your Board should consider the desirability of calling the attention of educational authorities,

governing bodies, and the principals of secondary schools, to the steady decline in the study of German, and should by means of a circular, as in the case of Latin, or such other method as may be thought fit, submit to those authorities and to the public generally the many weighty and urgent reasons for regarding an acquaintance with German as being of the first importance to great numbers of young men and women, and a widespread knowledge of the language a national necessity.

We would urge, moreover, that the Board should encourage and foster schools of the type of the German 'Realschule' and 'Ober-realschule,' in which two modern languages, but not Latin, are taught. The latter of these in Prussia ranks in standing with the Gymnasium, and its leaving certificate confers the same rights. Of schools devoting special attention to modern as against classical languages, there are at present in this country very few.

Lastly we would suggest that it should, as a general rule, be required that schools should make provision for the teaching of German to those pupils who wish to learn it, as it is now required that provision should be made for the teaching of Latin.

In conclusion we desire to point out—

(a) That the study of English is encouraged in German schools of every type.

(b) That England seems to be

the only country of importance where the study of German is neglected. In the United States, France, and Scandinavia especially, great weight is attached to the teaching of this language.

We are, sir,

Your obedient servants :

Signed on behalf of the Modern Language Association—

A. A. SOMERVILLE, Chairman
of Committees.

E. L. MILNER-BARRY, Vice-
Chairman of Committees.

H. WESTON EVE.

A. T. POLLARD.

F. STORR.

Signed on behalf of the London Chamber of Commerce Education Committee—

ALBERT K. ROLLIT, Chairman
(ex-President, London Chamber of Commerce).

AUGUSTUS KAHN.

Signed on behalf of the Society of University Teachers of German—

KARL BREUL.

H. G. FIEDLER.

J. G. ROBERTSON.

A. W. SCHÜDDEKOPF.

Signed on behalf of the Teachers' Guild—

T. GREGORY FOSTER, Provost,
University College, London.

WALTER RIPPMAHN.

Signed on behalf of the British Science Guild—

NORMAN LOCKYER, Chairman
of Committees.

MODERN LANGUAGE STUDY IN SCOTLAND.

RESOLUTIONS ADOPTED BY THE SCOTTISH MODERN LANGUAGES ASSOCIATION REGARDING THE PRESENT POSITION AND FUTURE ORGANIZATION OF MODERN LANGUAGE STUDY IN SCOTLAND.

IN our last issue we briefly referred to these important resolutions, which we now give in full :

'1. *The Intermediate and Junior Student Curriculum.*

'1. That the intermediate curriculum should allow local freedom for the starting of three languages other than English before its close by relieving the special linguistic pupils from the third year's science and drawing, in whole or in part.

'2. That curricula should be sanctioned corresponding to the different types of secondary education given in different schools or different sides of schools, and that the time devoted in the curriculum,

and the standard of attainment exacted for each subject, should vary according to the requirements of each type of curriculum, and be fixed by an external authority, such as a National Educational Council, exceptions being made for special cases.

'3. That in every school receiving Parliamentary grants the option of a non-classical course should be provided for all pupils, including junior students (an exception being made in the case of certain schools whose resources are insufficient).

'4. That the junior student curriculum, to make the above possible, should admit of modification in the case of the class of linguistic pupils mentioned in paragraph 1, so that what is already begun may be

carried on, and junior students may have the possibility of becoming Modern Language teachers.

'II. Leaving Certificates.

'1. That pupils who take two modern languages for the Leaving Certificate should not be required to take Latin as an additional subject.

'2. That in the Leaving Certificate Examination the proficiency of candidates in each subject should be indicated by such terms as "fair," "good," and "excellent."

'III. The Preliminary Examination.

'1. That dynamics as an independent subject should be excluded, and that in foreign languages no question should be set in the history of literature or in philology.

'2. That a classical language should no longer be compulsory, and that students from the modern sides of schools should be admitted to the University on equal terms with those from the classical side.

'IV. The Bursary Examination.

'1. That, so long as bursaries are awarded by competition, the present regulations should be modified, so as to give absolute equality of marks to ancient and modern languages, and that dynamics as an independent subject should be excluded.

'V. The Honours Degree.

'1. That this degree should be awarded in single subjects—Latin, Greek, English, Mathematics, French, German, Philosophy, History, Political Economy, etc.

'2. That the limit of five years for graduation with Honours should be abolished.

'3. That the special condition imposed upon Modern Language candidates regarding the study of particular philosophical and scientific subjects should be abolished.

'VI. Three-Term Session.

'That, if the scheme for a three-term session is adopted, special arrangements

should be made for Modern Language students, so that they may have the option of spending the summer terms abroad. In their case, a session of two terms should be accepted on evidence shown that a third term was spent abroad under suitable supervision. That, in order to allow of this arrangement, a two-term session should be accepted in all subjects taken by Modern Language students. In Modern Languages the work of the summer term at home should be of a tutorial character.

'VII. Tutorial Instruction and Apparatus.

'That provision should be made in the Universities for tutorial instruction, and that the Modern Language departments should be equipped with all necessary apparatus.

'VIII. Travelling Grants and Scholarships.

'That the number and value of the Travelling Grants and Travelling and Research Scholarships should be increased.

'IX. Lectureships.

'That the lectureships in Modern Languages should be raised to Chairs.

'X. Qualification of Secondary Teachers.

'That the special qualification to teach should be granted for single subjects, and that no restriction should be placed upon the number of subjects for which qualification is granted, provided the candidates give proof of the requisite knowledge and skill, so that such combinations, for instance, as French and Latin, German and English, French and English, French and German, Greek and English, should be possible.

'XI. Training of Secondary Teachers in French and German.

'1. That junior and senior students who intend to become teachers of Modern Languages should receive equal pecuniary advantages with other students from the

Education Department and the Provincial Committees.

'2. That the Degree with Honours in French or German, or its equivalent from a foreign University, should be demanded for the principal teacher of either of these languages.

'3. That in all cases the professional training should be taken after the Degree course has been completed.

'4. That all Provincial Committees should make adequate provision for the training of teachers of Modern Languages.

'XII. *Residence Abroad.*

'That school authorities should be empowered to give grants to teachers in active work, to enable them to study abroad for periods of several months without loss of position.'

Some of the points mentioned refer to conditions in Scotland, and are of local interest only, but other questions affect us no less than our Scottish colleagues. We, too, have long been struggling to secure that Modern Languages shall be on the same level as classics in the requirements of examining bodies, and that existing disabilities should be removed. We, too, complain bitterly that one of our oldest Universities has not yet thought Modern Languages worthy of professorships.

Accompanying the resolutions is an explanatory memorandum, in which several matters of interest are more fully discussed. An inquiry was instituted, circulars being sent to thirty schools in which Modern Languages had been taught in the past with conspicuous success. They agreed very closely in their estimate of the way in which recent regulations had affected the teaching. We quote from the memorandum:

'French was found to be little affected by these regulations, and to have shared in the increase caused by the increased numbers of pupils now attending these schools. Within the last seven years the average increase has been 3 per cent. in the number of beginners, 14 per cent. in

the total numbers studying the language, and 14 per cent. in the numbers taking the language in the highest school class.

'The condition of German, however, is startlingly the reverse of this.

'During the same time there has been a decrease of 39 per cent. in the number of beginners, of 30 per cent. in the whole number studying the language, and of 43 per cent. in the number taking the language in the highest school class. In three schools there are no longer any German pupils in the highest class. In one school beginners have fallen from 96 to 24, the total numbers in German from 160 to 57, and the number in the highest German class from 12 to 0. In 1900 about 1,000 candidates took the higher-grade paper in German in the Leaving Certificate Examinations. It is believed that only about 500 candidates entered for that grade this year. A similar reduction has taken place in the number of candidates presented for the lower grade.

'In addition to the reduction of numbers referred to above, there has been a deterioration of quality in the pupils taking German. It is inevitable that these conditions must react on the numbers and quality of those preparing to become teachers of German. In the training colleges the number of students of German has fallen from about 700 in 1900, to about 70 in 1908. In 1900 German was taken by hundreds of pupils in the central classes of pupil-teachers. To-day all the German classes have been dropped. Since the institution of the Group Certificate, the numbers of those taking individual subjects are no longer published, and the public are kept in ignorance of the changes that are taking place. Next year will probably see another great reduction. It will certainly take many years to raise the subject again to its former place, if it is possible to do so at all.'

On another page is a letter to the President of the Board of Education dealing with the neglect of German. We do not apologize for dwelling on this subject twice in the same issue, as it is a very

grave matter. As long as Latin and Greek receive preferential treatment, and as long as the curriculum of the middle forms in our secondary schools does not allow more

time for language work in the case of boys and girls whose bent is literary rather than mathematical or scientific, the study of German is bound to go on declining.

AN EXPERIMENT IN METHOD.

WITH a view to finding out what was the relative value for memory of the method of learning foreign words in connexion (1) with objects, *e.g.*, plume = the thing pen, and (2) with the native equivalents, *e.g.*, plume = the word 'pen,' I sent a circular letter to a number of teachers, asking them if they would kindly undertake the following experiment:

(a) *Teach orally in connexion with the objects they represent (e.g., parts of body, clothing, furniture), or pictures of the objects (flowers, trees, animals, geographical terms in connexion with wall-maps, etc.), any ten French or German words not previously known to the class.*

(b) *Teach orally to the same pupils, in connexion, not with the objects, but with the corresponding English words, any ten French or German names of objects (e.g., parts of body, clothing, furniture) not previously known.*

The words in both sets should be taught as single words, not in sentence form, and both equally thoroughly, so that in (a) the word can be given when the object is indicated, or the object indicated when the word is given; and so that in (b) the English can be supplied when the foreign word is spoken, and vice versa.

The spelling of the words should also be taught.

Have both sets written from memory in answer to some such question as, 'Write the names of the ten flowers and trees you learnt on Friday'—(1) about a day after learning, (2) a week later, and, if time, (3) a fortnight later. Allow not more than three minutes for the writing of each set. The English meaning of each word written should be added. It is these written results that I require.

Please state the number of hours intervening between the lesson and the first tests; also the number of days between the tests.

The age and sex of the pupil should be on each return. Please state to what method (translation or direct) the pupils have been accustomed.

Returns were sent in for 9 classes, numbering in all 151 pupils, of which 67 were girls and 84 boys.

The following tables show the results for the boys and girls respectively. Column 3 indicates the method to which the class had been accustomed; Columns 4 and 7 the time intervening between the lesson and the first test, the latter and the second test, respectively; Columns 5 and 8 the average number of words remembered as a result

of the object-lesson ; and Columns 6 and 9 the results of the translation lesson. premature to regard them as conclusive. They supply only a contribution to the much larger total

GIRLS.

1	2	3	4	5	6	7	8	9
Pupils in Class.	Av. Age.	Method.	Time (Days).	Object.	Trans.	Time (Days).	Object.	Trans.
16	12	Direct	1	2.5	3.3	6	3.4	2.5
14	15	Semi-direct	?	4.5	4.8	3	6.6	6.6
15	13	Direct	?	5.0	5.2	7	4.7	5.7
11	14	Direct	1	5.5	3.2	7	4.0	1.7
12	15	?	1	7.8	6.8	7	5.7	4.4
Average				5.0	4.9	—	4.9	4.5

BOYS.

1	2	3	4	5	6	7	8	9
Pupils in Class.	Av. Age.	Method.	Time (Days).	Object.	Trans.	Time (Days).	Object.	Trans.
20	12½	Direct	2	6.5	4.5	5	5.0	3.4
10	13½	Direct	1	5.8	6.2	7	7.1	6.0
36	12½	?	1	7.3	6.1	7	7.4	5.1
18	13	Direct	2	3.6	3.8	7	4.4	4.3
Average				5.8	5.0	—	6.0	4.7

Only those words in the list of each pupil were counted as remembered which had the right meaning attached, and were spelt well enough to show that the right sound had been grasped. The fact that the second test shows in some cases an increase on the first is due to the right meanings having been found out in the interval elapsing between the two tests, and not to the recollection of additional words.

The results, as might have been anticipated, favour the object method, but it would be quite

that must be accumulated before a strictly scientific generalization is possible.

The chief value of the experiment is that it raises in a concrete form the difficulties that attend investigation of this kind. These do not arise from variations in the conditions of the experiment in the case of different classes. They are of no consequence. What we want to know is, the relative merit of the two methods with one and the same class. It is important, therefore, that the two lists of words, the one

by object-lesson, the other by translation, should be—

(1) Equally well taught ;

(2) Equally difficult.

The first depends upon the teacher, and the only way to meet the difficulty is, in the first place, to exclude as many as possible of the variable conditions—to reduce the experiment, that is, to its barest essentials. It was for this reason that I excluded the teaching of the words in sentence form. It would be, however, interesting to repeat it, adding drill in sentence form to the mere repetition of the individual words. In the second place, variation in the thoroughness of the teaching of the two lists can be corrected by accumulating a mass of evidence sufficient to insure moral certainty one way or the other. In no case will anything but approximate accuracy be possible, but for practical purposes this is all that is required.

The second condition, that of equality in the difficulty of the two lists of words, can be controlled, as far as the initiator of the experiment is concerned, only by selecting his own words; and, in order to avoid the possibility of using words already known to any given class, he would have to choose them from some language unknown to the class. Whether this were Chinese or Double Dutch would be unimportant. The alternative is to leave the choice to the teacher. This was done in the present case,

and, as the teachers happened to be persons of considerable experience, a fair balance was maintained. But in any case, if the mass of evidence accumulated is ample, slight variations in the difficulty of the vocabularies taught may be ignored.

The value of such experiments can hardly be over-rated. They provide, in fact, the only way of settling conclusively a number of the difficulties which divide teachers, and which at present are settled by each as a result of his personal experience. As these personal results are frequently contradictory, the scientific investigator is driven to regard them all with equal scepticism, the more so as he has seldom any means of knowing under what conditions the experience of the individual has been gained.

The great need in Modern Language instruction, as in all other forms of instruction, is a body of trained investigators, a new kind of Special Inquiries Department, free to give its whole time to the work, and, above all, put to find out only the things that really matter—that is, that the teachers need to know. Such a body would save us an enormous amount of talking.

In conclusion, as far as the present experiment is concerned, I have to thank Miss F. M. S. Batchelor, Miss C. W. Matthews (West Riding C.C.), Mr. H. J. Chaytor, and Mr. J. H. Garside, who, let me hasten to add, are in no way responsible for the form of the experiment.

F. B. KIRKMAN.

SOME FRENCH PICTURES, LANTERN-SLIDES, AND SONGS.

ONE dismal, rainy day, when visiting the Franco-British Exhibition, I came upon what I had long sought for, the French counterpart of the German movement, *Die Kunst im Leben des Kindes*—*La Société Nationale de l'Art à l'École*. The society is an extremely youthful one, as I learned later on in Paris from its indefatigable secretary, Monsieur Léon Rictor. It was founded on February 14, 1907, by Monsieur Ch.-M. Couyba, député, assisted by Monsieur Rictor, but it already numbers some hundreds of members. Its aims are 'to make the child love nature and art, to render school more attractive, and to aid in the formation of taste and the development of the moral and social education of the young.' The aims of the society are fully explained in the pamphlet *L'Art à l'École*, published by Larousse at 1 fr. 20 c. The first congress on the subject was held at Lille in June of this year, and the society publishes at irregular intervals a paper, *L'Art à l'École*, for the furtherance of its aims. Two of these practical aims appeal at once to the teacher of French. We desire to have upon the walls of our class-rooms pictures representing characteristic features of French life and scenery, and we wish to cultivate French song.

Something in the direction of

providing really artistic pictures has already been done in Belgium, where the city of Brussels is having a series of twenty-one pictures published, illustrating various picturesque sites. Two of these have already appeared, 'Village Flamand' and 'Vallée de la Meuse.' They are beautifully printed upon stout paper, and will bear comparison with the best German work of Teubner or Voigtländer. The pictures are published by O. De Rycker and Mendel, Forest-Bruxelles, and cost only 4 francs each post free.

The pictures of Mademoiselle Dufau, which have been approved of by the *Société Nationale de l'Art à l'École*, are not so suitable for the purposes of the Modern Language teacher, simply because two of them at any rate are rather obviously intended to teach moral lessons—not that the Modern Language teacher is opposed to the teaching of *la morale*, but his ideal aim is different.

One large field of pictorial art has been hardly touched in this country for the decoration of our Modern Language class-rooms—namely, the railway poster. Following up a hint in the bulletin of the society, I wrote to the *Chemins de Fer de Paris à Lyon et à la Méditerranée*, 6^e Division, Bureau: Publicité, Boulevard Diderot 20,

Paris 12°, and to the Chemin de Fer d'Orléans, Bureau du Trafic Voyageurs, 4° Section, 1, Place Valhubert, Paris 13°, and begged for some of their posters. The P.L.M. sell large affiches, such as Auvergne, Grottes et Cascade de Baume, Mont-Blanc, Savoie-Dauphiné (carte-affiche), Alpes, Côte d'Azur (carte-affiche), etc., at the price of 1 franc each, plus 1 franc for packing and carriage. The Chemin de Fer d'Orléans was particularly generous, and forwarded gratis twelve splendid coloured posters illustrating the Châteaux de la Loire, Touraine, Corrèze, etc., besides four large albums and numerous smaller illustrated leaflets.

For lantern-slides France possesses the excellent Service des Projections Lumineuses, à la Bibliothèque, Office et Musée de l'Enseignement Public, 41, Rue Gay-Lussac, Paris 5°, a central office, from which slides are lent for a week at a time to teachers and inspectors in all parts of the country. We in Great Britain unfortunately possess no similar institution, although proposals have been made to found such a one; but those who are fortunate enough to be able to buy slides will find valuable guidance in the catalogue of the Musée Pédagogique, which contains over fifty sets of slides dealing with French history, forty dealing with French art, and forty giving views of various towns and regions in France. Several firms

to those in use at the Musée—for example:

Lévy, 44, Rue Letellier.

Radiguet et Massiot, 13 et 15, Boulevard des Filles-du-Calvaire.

J. E. Bulloz, 21, Rue Bonaparte.

Many of the sets of slides of the Musée Pédagogique have a short accompanying "notice," and the Société Nationale des Conférences Populaires, 4, Rue Rameau, although not officially connected with the Musée Pédagogique, have printed lectures to accompany many of the sets of lantern-slides.

The question of French songs suitable for singing in our schools has always been a difficult one—not so much for the beginners' stage, as for the intermediate and higher stages. For the babies, nothing could be better than the *Trente-six Danses Chantées et Mimées*, by Mesdames Carr et Siquot, published by Fernand Nathan, Rue de Condé 18, at 2 fr. 50 c.; while for the more advanced stage Monsieur Riorot's *J'aime mon Pays*, set to music by Monsieur Auguste Chapuis, and published by Durand, 4, Place de la Madeleine, will be found most suitable. Théodore Botrel's songs are, of course, well known, but it may not be so well known that sheets containing four songs and the melody are being sold in the kiosques on the boulevards for 10 centimes. These marvellously cheap editions are published at 10, Rue de Tracy.

In conclusion I would excuse myself for the necessarily scrappy nature of these notes of an autumn tour, and trust that something in

them may be found of use by workers in the same pleasant fields of France.

BESSIE H. A. ROBSON.

FRENCH WOMEN NOVELISTS OF THE EARLY NINETEENTH CENTURY.

[Much of the information in the following paper is taken from M. A. le Breton's
'*Le Roman français au XIX^e Siècle.*']

THE French novel in the hands of women writers is rather a medium for the expression of ideas than a literary form. With, perhaps, one exception—that of Mme de Souza—all the women novelists of the early nineteenth century wrote, not because they felt themselves inspired, but because they felt it was their duty to do so. They wished to add their quota to the attempts at the solution of the questions of the day, and the question which interested them most was that of the position of women in society. Therefore the works of these writers can hardly be judged by the standards of ordinary literary criticism; any interest which they may possess consists in the light which they throw on the intellectual and social life of the times. They are the channels through which the most gifted women gave expression to their views on life.

In France the history of nineteenth-century thought has its starting-point in the Revolution, or rather in the ideas which made the Revolution possible. After the year 1830 these ideas, though not dead, had lost the vitality of youth. Balzac had begun to write and the age of realism had set in.

Therefore it is possible to speak of the writers of the period from 1789 to 1830 together, as, although differing widely in their point of view, they all owed much to the ideas of romanticism. There are two groups of women writers during this period, one consisting of those who carried on the intellectual traditions of the eighteenth century, and the other of those who owed

less to the eighteenth century, and more to the ideas of romanticism and the Revolution.

To the first group belong Mme de Charrière and Mme de Souza; to the second, Mme de Cottin, Mme de Krüdener, and Mme de Staël.

Although Mme de Charrière's last works belong to the days of the Consulat, she is too closely connected with two important personalities of the nineteenth century to be passed over. To her best novel, *Caliste*, Mme de Staël owed the idea of *Corinne*, and it was her influence which moulded the character of Benjamin Constant. She herself has been rightly called 'la fille de Diderot.' Le Breton says of her: 'Elle compte parmi ces sages du 18^e siècle à qui rien n'a manqué que le sentiment religieux, que le rayon d'idéal.'

Mme de Charrière's best known novel, *Caliste*, owes the plan of its construction to Diderot. Two distinct but similar plots are treated side by side, and each finds its dénouement in the other. Cécile is the heroine of the first, Caliste of the second.

The story of Cécile is told by her mother in a series of letters to a friend. In the same way that Valérie resembles Mme de Krüdener, and as *Corinne* resembles Mme de Staël, so Cécile's mother resembles Mme de Charrière.

Cécile is a girl of seventeen, who lives with her mother in Lausanne. After having refused several eligible suitors, Cécile meets a young English nobleman, and they fall in love. Cécile's mother, whose position,

being socially and financially inferior to that of the Englishman, does not allow her to hope for a marriage, advises Cécile to be more reserved. Cécile obeys—with a heavy heart—but the Englishman is not to be sent away. In the meantime, a bailiff's son proposes formally to Cécile, and she refuses him. On hearing of her decision, her mother questions her as to the state of her affections: "Trouves-tu ton anglais plus aimable?—Elle me dit que non.—Te serait-il indifférent d'entrer dans une famille où l'on ne te verrait plus avec plaisir?—Non, cela me paraîtrait plus fâcheux.—S'il est des nœuds secrets, s'il est des sympathies, en est-il ici, ma chère enfant?—Non, maman, je ne l'occupe tout au plus que quand il me voit. . . ." Elle souriait tristement, et deux larmes brillaient dans ses yeux.'

There is much fine psychology and much delicate realism in the story of Cécile. The society of Lausanne, consisting entirely of middle-class families, who either let their houses or take boarders during the summer, is delightfully true to life.

The story of Caliste may be regarded as the last chapter in the story of Cécile. The link between the two is William, the travelling companion of the young Englishman, who enlists the sympathy of Cécile's mother on account of his perpetual melancholy. She questions him as to its cause, and he replies by sending her the written history of his life, precisely as Lord Nelvil does in *Corinne*. The most important person in this story is Caliste, the first erring woman in literature who commands not only our pity, but our respect. After the death of the man who has ruined her reputation, Caliste lives by herself in Bath, where William meets her. They fall in love, and William, persuading himself that he will obtain his father's consent to their marriage, refuses to leave her. The consent is, of course, not forthcoming. William leaves Caliste and marries the woman of his father's choice, and Caliste marries a country squire. They meet once again at the theatre. At the close of the play they walk together in St. James's Park, and the

scene there comes very near to tragedy. After this William, following his father's advice, accompanies his young kinsman to Lausanne, where he hears of Caliste's death.

There is no other conclusion to Mme de Charrière's novel. The reader guesses that Cécile's fate will be that of Caliste. A characteristic which Mme. de Charrière possesses in common with all her contemporaries is that of scattering general reflections throughout her works. Here is one from *Caliste*: 'On parle tant des illusions de l'amour-propre. Cependant, il est bien rare, quand on est véritablement aimé, qu'on croie l'être autant qu'on l'est. —Si on le savait, combien on s'observerait par pitié, par générosité, par intérêt, pour ne pas perdre le bien inestimable d'être tendrement aimé.' It is because neither William nor his young companion can appreciate this blessing that they ruin the lives of those who love them.

The importance of *Caliste* consists in the fact that it is a protest against the eighteenth-century idea that it was no disgrace for a man to receive all a woman's love, and to give a little love and no respect in return. This protest was all the more courageous because it was not made against the vices of villains, but against the so-called weaknesses of gentlemen.

With Mme de Souza, the scene changes from Lausanne to Paris, and the actors no longer belong to the middle classes, but to the aristocracy. Mme de Souza—then the Comtesse de Flahaut—was for seven years at the Court of Marie-Antoinette. 'Qui n'a pas vécu à Paris de 1785 à 1787 n'a pas connu la douceur de vivre,' said Talleyrand. Mme de Souza both knew it, and could describe it.

She was the author of eight novels, of which the best are *Adèle de Sénange*, *Eugène de Rothelin*, and *Charles et Marie*. The life which Mme de Souza knew is reflected in them all, as well as her own charming but perhaps slightly artificial personality.

In *Adèle de Sénange* we have a picturesque description of the convent in which Mme

de Souza was brought up. There is no atmosphere of austerity in the picture. The convent is a pleasant place, full of the brightness and gaiety of childhood; the sterner things of life are to be found in the adjoining infirmary, which the best pupils are allowed to visit on Monday evenings.

In *Eugène de Rothelin* Mme de Souza seems to be taking a page from the life-history of one of her partners at a Court ball. Eugène forms an early attachment with Agathe, a peasant-girl, but is made to understand by his father that he must marry someone else. Agathe also consoles herself, and on the day on which Eugène marries Athenais de Rieux, Agathe, with her husband and two children, comes to curtsy to 'Monsieur Not' Maître' as he comes out of church.

Charles et Marie is a sketch of English life, as seen by Mme de Souza during her forced stay in this country at the time of the Revolution. What she saw was especially the amusing side. Her *Charles et Marie* resembles *Evelina* in its simplicity, delicate humour, and perfect refinement. What is lacking, as in all Mme de Souza's work, is characterization. She gives us charming outline sketches, but not portraits.

Yet even Mme de Souza is no exception to the more serious tendencies of her time. Like all her contemporaries, Mme de Souza was a moralist, 'un petit moraliste de salon,' as Le Breton says. Her reflections on things in general are often original and striking: 'Maman, dit Mme de Rieux, mon intention était pure.—Je n'en doute pas, répond Mme d'Estonville; mais, mon enfant, ce sont les intentions pures qu'il faut examiner deux fois: les mauvaises parlent d'elles mêmes.'

Mme de Souza also resembles her contemporaries in the subjectivity of her work. The child-wife Adèle married to the elderly M. de Sénange is really the child-wife Adèle Filleul married to the elderly Conte de Flahaut. Nevertheless, the author does not thrust her own identity upon us, as later writers are inclined to do. Mme de Krüdener and Mme de Staël both belong to a later group of thinkers. They

owe less to the eighteenth century and more to romanticism. They are thinkers rather than artists, and teachers rather than either.

Mme de Krüdener's life was one of the most eventful in an eventful age. Born at Riga in 1766, she came to Paris in 1802. Being remarkably beautiful and possessing an extraordinary charm, both of which she utilized to the full, her youth was stormy rather than happy. About the year 1808 she became a mystic, and, until her death in 1824, she exercised a powerful influence over all who came near her, particularly over the Emperor Alexander.

When writing *Valérie*, however, in 1802, Mme de Krüdener was very little of a mystic and very much of a woman of the world. The success of her book was due as much to her strategy as to her literary ability.

Nevertheless, Mme de Krüdener's literary ability is undoubted. Without originality of plot or complexity of interest, *Valérie* is, until nearly the end, a prose idyll. The three chief characters are: Valérie, who is not yet eighteen; her husband, the Count, who is thirty-eight; and his adopted son Gustave, who is about twenty. The Count is the Swedish Ambassador at Venice, and most of the incidents of the story occur on the journey from Vienna to Venice.

Gustave soon discovers that he is hopelessly in love with Valérie, but is determined to conceal the fact from her. It is the story of his love which forms the plot. In the end, Gustave goes away to die of consumption in a picturesque spot among the Apennines.

Two episodes in this story are of interest on account of their subsequent reappearance in the history of the novel. The first occurs at Padua. Gustave goes with Valérie to the opera, and is so deeply affected by her presence that he cannot sleep. The second takes place at Venice. Gustave, from the garden, watches Valérie perform the shawl-dance at a ball. The first of these situations occurs both in *Caliste* and in *Corinne*; the second occurs

in *Eugène de Rothelin*, in *Delphine*, and in *Corinne*.

One of the most charming passages in *Valérie* is Gustave's description of a deserted graveyard near one of the Italian lakes: 'Ce tableau à la fois religieux et sauvage nous frappa singulièrement. Valérie, fatiguée ou entraînée par son imagination, nous proposa de nous reposer. Jamais je ne la vis si charmante; l'air du matin avait animé son teint; son vêtement pur et léger lui donnait quelque chose d'aérien, et l'on eût dit voir un second printemps plus beau, plus jeune encore que le premier, descendre du ciel sur cet asile du trépas: elle s'était assise sur un des tombeaux; il soufflait un vent assez frais, et, dans un instant, elle fut converte d'une pluie de fleurs des pruniers voisins, qui, de leur duvet et de leurs douces couleurs, semblaient la caresser. Elle souriait en les assemblant autour d'elle; et moi, la voyant si belle, si pure, je sentis que je voulais mourir comme ses fleurs, pourvu qu'un instant son souffle me touchât.' One is not surprised to hear that a man who felt thus used, as a boy, to go for solitary walks reading Ossian.

The underlying thought in this story of Valérie and Gustave seems to be that love is involuntary, and may remain for ever unrequited. There is also the problem of what a man in Gustave's position ought to do; but its solution is so simple that it can hardly be said to constitute the main interest. The story of Valérie is the story of Mme de Krüdener slightly idealized. Mme de Krüdener's lover solved the problem by resigning his secretaryship to M. de Krüdener. Such common sense was, however, impossible in Gustave, who shows himself to be, in thought, word and deed, 'une âme sensible.'

With Mme de Staël we leave the realm of half-forgotten names. Although greater as a woman than as an author, and greater as the author of *De l'Allemagne* than of *Delphine* and *Corinne*, Mme de Staël's claim to remembrance as a novelist still holds good. Her contemporaries preferred her novels before all her other works, pos-

sibly on account of the 'portraits' which they found in them. To us the interest of *Delphine* and *Corinne* lies in what they show us of the individuality of Mme de Staël—of her thoughts, of her opinions, and of her life.

In *Delphine* especially we see the author, as it were, face to face. Delphine is Mme de Staël's interpretation of herself as a woman—not of genius, but of feeling. She is rich and beautiful, young and independent; she is devoted to an older woman, Mme de Vernon, and sacrifices a large part of her income in order to provide a dowry for Mme de Vernon's daughter, Mathilde. Mathilde is affianced to a young Spanish nobleman, Léonce de Mondoville, whom she has never seen. Delphine has never seen him either, nor he her; but they feel themselves mysteriously attracted towards each other, and fall in love at first sight. Delphine tries to explain matters to Mme de Vernon; but instead of allowing her to do so, and guessing what has happened, Mme de Vernon sees Léonce, and persuades him to renew his engagement with Mathilde. This she does by interpreting some extremely generous behaviour on the part of Delphine in the worst possible light.

Léonce marries Mathilde, and immediately finds out how cruelly Delphine has been slandered. He tries to see her, but she refuses him admittance, and leaves Paris. He follows her, and, after a passionate scene of reconciliation, they arrange to meet for five hours every evening. Mathilde, however, soon discovers what is happening. She accuses Delphine of stealing her husband's heart from her, and requests her to see him no more. Delphine refuses at the time, but tries to fulfil her wish afterwards by going to a convent at Zürich. There she takes the veil, being finally persuaded to do so by the abbess, who happens to be the aunt of Léonce. In the meantime Mathilde dies, and Léonce hurries to Zürich, only to find that Delphine can never be his. He contemplates suicide, and Delphine, in order to save his life, offers to break her vows and come to him. M. de

Lebensai, a friend of both Léonce and Mathilde, strongly advises him to accept this offer, particularly as the Revolutionary Government has just passed an Act annulling all monastic vows. 'Vous voulez mourir plutôt que de renoncer à Delphine, et l'idée que je vous présente ne s'est point offerte à votre esprit? Est-ce un époux qui vous enlève votre amie? quel est le devoir véritable qui la sépare de vous? un serment fait à Dieu. Ah! nous connaissons bien peu nos rapports avec l'Être suprême; mais sans doute il sait trop bien quelle est notre nature pour accepter jamais des engagements irrévocables.' These arguments seem at first successful, and Delphine, having obtained permission from the abbess to go to Baden, meets Léonce there. It soon becomes clear, however, that Léonce regrets his decision, and cares more for public opinion than for Delphine. Having heard someone in the crowd say, on seeing them together, 'Comment souffre-t-on un tel scandale ici?' Léonce throws himself on a sofa in Delphine's room and exclaims: 'Non, la vie ne peut se supporter sans l'honneur; et l'honneur ce sont les jugements des hommes qui le dispensent. Il faut les fuir dans le tombeau.' Although bitterly reproaching himself for his treatment of Delphine, Léonce cannot decide to brave public opinion for her sake. He leaves her, and joins the army in Germany, to fight against the Revolutionaries. He is taken prisoner by the Democrats and sentenced to death. Delphine, escorted by a friend, M. de Serbellane, visits Léonce in his cell, and is allowed to accompany him to the place of execution. Before starting she takes poison, and falls dead a moment before the order to shoot Léonce is given. Léonce himself is shot, and they are buried together.

What is the idea underlying the story or Delphine? Mme de Staël would have us believe that it is contained in the epigraph: 'Un homme doit savoir braver l'opinion, une femme doit s'y soumettre.' It is true that Léonce and Delphine each act in opposition to this maxim, and that their lives

are ruined in consequence. But the real question discussed in the book is this: May a woman, feeling herself justified by her conscience, be a law unto herself or not? *Delphine* is Mme de Staël's first contribution to the discussion on the place of woman in society, and in it, as in *Corinne*, there is no direct answer to the question. But Sainte-Beuve no doubt defines the position of Mme de Staël when he says: 'L'idée qui peut-être ressort le plus de ce livre est le désir du bonheur dans le mariage, un sentiment profond de l'impossibilité d'être heureux ailleurs.' As the disciple of Rousseau, Mme de Staël hates the conventions of society; as the daughter of Necker, she cannot break free from them. In *Corinne* the heroine is once more Mme de Staël, but seen in a new light. As Delphine was the woman of feeling, so *Corinne* is the woman of genius—the *esprit penseur*, as she herself would have said. Mme de Staël shows how difficult is the position of both in a society in which both intense feeling and genius are considered the prerogative of men.

Like Delphine, *Corinne* loves with all her heart a man who only loves her up to a certain point. Oswald, Lord Nelvil, while travelling in Italy, is captivated by the personal charm and extraordinary intelligence of *Corinne*. She allows him to see her constantly, and shows him the ruins and churches of Rome. They travel to Naples together, and then each gives the other a written account of his or her life. In that of *Corinne*, Oswald learns that she is the half-sister of the English girl Lucile Edgermont, whom his father wishes him to marry. *Corinne* had lived in the Edgermont family in Northumberland for five years, and had disliked it intensely. Also, a marriage had in those days been suggested between her and Oswald, but his father would not agree to it after having seen how gifted *Corinne* was. Oswald, however, does not allow these considerations to alter his love for *Corinne*, and promises either to obtain his father's consent to their marriage, or not to marry at all. On his return to England,

however, Oswald finds that his father is dead, and this makes his former wishes seem more binding. Oswald also sees a good deal of Lucile, who is both as beautiful and as charming as her half-sister, Corinne, though in a more English and less original way. In the meantime Corinne, detecting a certain coolness in Oswald's letters, and wishing to know what his feelings towards her are, follows him to London. There, herself unobserved, she sees him constantly with Lucile and her mother, and guesses the reason of his coldness towards her. She follows them to Northumberland, and there she resolves to sacrifice herself in order to ensure the happiness of Oswald and Lucile. She sends Oswald back his ring, and returns to Italy, this time to Florence. Oswald marries Lucile, but is obliged to leave her almost at once to join his regiment. While he is away Lucile hears of his treatment of Corinne, and is torn between jealousy and fear for herself. On Oswald's return, it is found necessary for him to go to Italy on account of his lungs. He takes his wife with him, and they go to Florence. There he tries to see Corinne, in order to explain to her that, knowing nothing of her visit to England, and receiving no letters from her during that time, he concluded that she no longer loved him. She refuses to see him, but accepts a written explanation. He then finds out that she is slowly dying, and begs, even through the mediation of Lucile, to be allowed to see her. She refuses, not because she has not forgiven

him, but because, as she says: 'Je sens que la vue d'Oswald remplirait mon âme de sentiments qui ne s'accordent point avec les angoisses de la mort.' After Corinne's death Oswald returns with Lucile to England, where he becomes a perfect husband. But the story closes with a note of interrogation: 'Lord Nelvil se pardonna-t-il sa conduite passée? le monde, qui l'approuva, le consola-t-il? se contenta-t-il d'un sort commun après ce qu'il avait perdu? Je l'ignore; je ne veux à cet égard ni le blâmer ni l'absoudre.'

Here, again, Mme de Staël discusses the position of women in society, but it is the case of the particularly gifted woman which she considers. Is the world right in denying that such a woman can be a good wife and mother? Must she choose between marriage and the exercise and development of her talents? Once more, the ideal is 'le bonheur dans le mariage'; fame is, after all, only 'le deuil éclatant du bonheur.' Mme de Staël herself had known fame when writing *Corinne*, and she wrote from the fulness of her heart.

In conclusion, I should like to emphasize once more that it is as thinkers rather than as novelists that the French women novelists of the early nineteenth century are interesting. Therein lies both their weakness and their strength, and it is therein that they differ most markedly from the English women writers of the same period.

AMY SAYLE.

CENTRAL WELSH BOARD. EXAMINATIONS, 1908.

WE had occasion last year to report very unfavourably on the papers set by the above body, and this year again we are compelled to draw attention to their defects. We trust it will not be necessary to do so a third time.

The French Honour Unseen Translation was far too difficult—ridiculously so for candidates of seventeen. This is a specimen:

'Les petites baies de carton éclataient, les fils d'archal se tordaient, les galons se fondaient. . . .'

In the Literature paper we have questions like the following:

'Write notes on the chief contributors to the *Encyclopédie*.

'How is *La Lettre sur les Spectacles* related to Rousseau's general attitude towards civilization and progress?'

The first leads to cram, and the second is the kind of question one would expect to find set, not to school boys and girls with very limited time at their disposal, but to candidates for a University degree.

Are the Central Welsh Board quite wise in introducing a paper of this kind at all? If it means that the candidates 'get up' a text-book on French literature for the examination, then it is as likely as not to do mischief. What does the Board want? Does it want the pupils in its schools to acquire a love for French literature, or to acquire a knowledge *about* French literature? Has it ever asked itself? And is it certain that the formidable demands made by this examination paper will give them the time to do more than 'get up' the subject solely with an eye to the examination? And if this is so, does it believe that this process is compatible with the other—that of acquiring an interest in the literature?

The subjects for Free Composition are—

(a) Les rapports de la littérature et de la vie mondaine au XVIII^e siècle.

(b) Les relations littéraires de la France et de l'Angleterre au XVIII^e siècle.

(c) Le théâtre comme expression de l'évolution sociale et politique au XVIII^e siècle.

(d) L'amour de la nature au XVIII^e siècle.

(e) 'Les grandes pensées viennent du cœur.'

(f) Les paysages gallois.

These speak eloquently for themselves. Even supposing the first four to be got up out of Literature text-books, they are too difficult.

In the Grammar paper we get the following astounding question:

'Write as many examples as you deem necessary to show the principal rules for the use of the subjunctive mood in French.'

This is a large order. It is also a bad test. The fact that a candidate has forgotten one or all of the rules for the subjunctive does not prove that he would make any mistake in their use. Which is the more important—to accumulate knowledge about a language, or to be able to use it?

The above question assumes that it is the former. Is this really the opinion of the C. W. B.?

And again, consider this:

'Give a few examples of metathesis—*i.e.*, transposition of consonants.'

Is it possible, we ask, for pedantry to go further?

We don't know what the Welsh teachers think about it all, but we shall be surprised if they do not protest.

Next month we shall have something to say about the other papers, junior and senior.

X.

GERMAN SCIENTIFIC SOCIETY, OXFORD.

A SOCIETY has recently been founded in Oxford by all the German students of the University, with the object of facilitating the interchange of ideas and of encouraging mutual understanding between the two nations. In this it is following the noble example of the founder of the Rhodes Scholarships.

Since in Germany there is no equivalent to the English college system, it is, unfortunately, often difficult for foreigners to obtain a proper insight into German

life. It is the endeavour of the Society to help them in this respect. It will provide any young Englishmen who wish to visit Germany with information of every kind, assist them with practical advice, and procure for them letters of introduction to men of scientific and social importance.

The Society is in connexion with the German Government and Universities, and has, as honorary and corresponding members, a large number of persons who

have made themselves prominent in different walks of life, and who have promised to receive young Englishmen who are travelling in Germany, and to help them in every way. These members are spread over the whole of Germany. The fact that so large a number of men of all grades of society have promised their support to the Society shows undeniably that the German nation, as a whole, is far from harbouring any hostile feeling towards England, and that the prospect of a better mutual understanding between the two nations is universally received with joy.

The Society is about to engage rooms in Oxford, where books of reference, the publications and schedules of lectures of all the German Universities, together with a large number of papers, periodicals, etc., will be kept. Furthermore, it is the object of the Society to encourage as far as possible the exchange of English and German teachers. This should prove to be a very useful institution, but it has not yet been possible to conclude the preliminary arrangements.

It might be mentioned here that numerous German editors, publishers, and authors have promised to send their publications to the Society without re-

muneration. This has been done to help the Society, whose funds are as yet very limited. These newspapers, journals, etc., will, as has been already stated, be placed in a room accessible to the public. Thus the Society hopes to be able to produce a representative picture of modern German literature.

Germans who are studying in England are ordinary members. There are English and German honorary members, and Germans who offer to further the aims of the Society become corresponding members, while Englishmen who are interested in its objects become extraordinary members. The latter—i.e., ordinary English members—only take upon themselves the responsibility of making the Society known amongst their friends, and of making use of its services whenever possible. They pay no subscription.

All communications should be addressed to the Hon. Sec.:

BARON W. VON OW. WACHENDORF,
Christ Church,
Oxford;

or to the English Hon. Sec.:

J. H. CLARK,
Christ Church,
Oxford.

INSTITUT FRANÇAIS POUR ÉTRANGERS À PARIS.

SOME years ago Dr. Breul wrote a pamphlet containing 'Vorschläge betreffend die Gründung eines Reichsinstituts für Lehrer des Englischen in London.' Although this *Reichsinstitut* has not yet materialized in London, Dr. Breul may feel gratified at having inspired Professor Charles Schweitzer to establish an institute for teachers of French at Paris. The programme has been issued, and can be obtained of M. Schweitzer (who is the *directeur*), École des Hautes Études Sociales, 16 rue de la Sorbonne, Paris.

A prominent feature is the *école pratique*, divided into an elementary and a superior class. The *programme du degré élémen-*

taire embraces: (1) Exercices de phonétique et de prononciation; récitation. (2) Conversations sur des sujets usuels. (3) Description de tableaux muraux. (4) Lectures faciles. (5) Petits récits, faits divers de journaux. (6) Lettres et rédactions sur des thèmes simples. (7) Grammaire et idiotismes. The *programme du degré supérieur* includes: (1) Phonétique, prononciation, lecture expressive, diction. (2) Explication d'auteurs variés, choisis parmi les modernes; lecture de journaux. (3) Les étudiants seront invités à faire, à tour de rôle, des conférences sur les observations personnelles qu'ils auront recueillies concernant la vie

sociale en France, sur une représentation théâtrale à laquelle ils auront assisté, sur des livres lus, sur telle ou telle œuvre d'art, etc. ; chaque conférence sera suivie d'une discussion à laquelle tous les auditeurs prendront part. (4) Des rédactions écrites seront faites sur des sujets analogues. (5) Étude de la grammaire et des idiotismes.

There is also a *section pédagogique*, in which the following subjects are treated : (1) Examen critique des méthodes en usage. (2) Rôle de la phonétique dans l'enseignement. (3) Acquisition du vocabulaire et enseignement de la grammaire.

(4) Leçons modèles faites par le professeur (enseignement par la vue, explication d'un texte, etc). (5) Leçons faites à tour de rôle par un des étudiants, et suivies d'une critique. (6) Explication d'un morceau choisi, suivie d'un commentaire littéraire et linguistique.

Considering the very attractive nature of this programme and the other advantages offered, the fees must be considered very low (40 francs for one month, 180 francs for six months). M. Schweitzer is evidently reckoning on a considerable number of students, and we sincerely hope that he may not be disappointed.

MODERN LANGUAGE ASSOCIATION.

THE ordinary monthly meeting of the Executive Committee was held at the College of Preceptors on Saturday, October 31.

Present: Messrs. Somerville (chair), Allpress, Miss Batchelor, Messrs. Edwards, Eve, von Glehn, Hutton, Kirkman, Milner-Barry, Pollard, Rippmann, Robertson, Miss Shearson, Messrs. Storr, Twentyman, and the Hon. Secretary.

Mr. Cloudesley Brereton was also present by permission of the chairman.

Letters expressing regret for inability to attend were read from Professor Fiedler and Mr. Payen-Payne.

The minutes of the last meeting were read and confirmed. The Hon. Secretary reported that the letter on the study of German in secondary schools had been sent to the President of the Board of Education, and an acknowledgment received.

The Report of the Committee on the Training of Modern Language Teachers was taken into consideration and discussed in detail. This discussion occupied nearly the whole of the sitting, the ultimate result being that it was resolved, while thanking the Training Committee for their labours, to ask them to reconsider a number of points.

The programme of the Annual General

Meeting, so far as arranged, was sanctioned.

A course of lectures on the teaching of French, to be given by Mr. von Glehn in January, was arranged. A notice of this will be found in another column.

The Rev. H. J. Chaytor was appointed Local Secretary for Plymouth, and Mr. S. A. Moor Local Secretary for Westmoreland.

The following eighteen new members were elected :

F. Sturgis Allen, LL.B., 246, Central Street, Springfield, Mass., U.S.A.

Miss E. Andrew, High School, Exeter.

A. G. Baker, A.B., G. and C. Merriam Co., Springfield, Mass., U.S.A.

Miss W. J. Best, Belle Vue Girls' Secondary School, Bradford, Yorks.

Hon. Alice Bruce, M.A., Somerville College, Oxford.

H. E. Cory, A.B., 35, Conant Hall, Cambridge, Mass., U.S.A.

E. Courtoit, Institut Supérieur de Commerce, Antwerp.

T. P. Cross, A.B., 1709, Cambridge Street, Cambridge, Mass., U.S.A.

S. W. Grace, Ascham School, Eastbourne.

Miss M. J. Lavington, Girls' Modern School, Leeds.

E. B. Milnes, B.A., King Edward VII.'s School, King's Lynn.

Rev. C. Forbes Muller, M.A., Repton School.

Professor T. W. Nadal, A.M., 71, Hammond Street, Cambridge, Mass., U.S.A.

Miss E. M. Overend, B.A., Somerville College, Oxford.

Miss C. M. Stone, B.A., Girl's High School, Stafford.

Miss T. Walker, Secondary School for Girls, Elland, Yorks.

Miss K. Ware, L.C.P., St. Peter's, Weston-super-Mare.

W. T. Young, M.A., Goldsmith's College, S.E.

Le Voyage de M. Perrichon by Labiche, and *L'Anglais tel qu'on le parle* by Bernard. Summaries of the plays will be supplied to the audience, and the performers are desired to speak slowly and with special distinctness. As M. Roubaud, by the way, has been fortunate enough to secure the assistance of some actors and actresses connected with the best Parisian theatres, his performances are likely to be, amongst other things, a lesson in the pronunciation of French. The tour begins in London on January 20. Further information may be had from the Hon. Secretary of the Modern Language Association, or from M. Roubaud at 1, Rue Blanche, Paris.

The Travelling Exhibition will be on view at Ipswich for a week beginning November 12. A meeting has been arranged for Saturday, November 14, when a discussion on the Reform movement in language teaching will be opened by Mr. G. F. Bridge. Steps are also being taken to arrange a meeting at Bournemouth. The Hon. Secretary will be very glad to hear from any Local Secretary or other member who would like to see the Modern Language teachers in his or her town following the example of those at Ipswich and Bournemouth.

The Executive Committee has arranged for a course of five lectures on the teaching of French to be given in London by Mr. von Glehn, M.A., Assistant Master at the Perse School, Cambridge, beginning on January 4. Mr. von Glehn will deal mainly with the early and middle stages of French teaching. The price of tickets will be 3s. 6d. to members of the Association, and 7s. 6d. to others. Details of place and hour will be published later. Application for tickets should be made to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W.

M. Roubaud, whose theatrical tours in Germany were mentioned at the last annual meeting, has arranged to give a series of performances of French plays at English schools and colleges. M. Roubaud's repertoire consists of the following pieces: *L'Avare* and *Le Misanthrope* by Molière, *Mlle de la Seiglière* by Sandeau,

Nominations for the General Committee for 1909 must be sent to the Hon. Secretary not later than December 1. There are eight vacancies to be filled, and the retiring members are not eligible for re-election till after the lapse of one year.

ANNUAL GENERAL MEETING.

As members already know, the Annual General Meeting will be held at Oxford on January 12 and 13. We hope that there will be a large attendance, for the meeting promises to be of more than ordinary interest. A large and influential

local committee has been formed at Oxford, and at its head is the Vice-Chancellor (Mr. T. H. Warren, President of Magdalen College), who is showing the greatest interest in the gathering. It is certain, therefore, that all who travel

to Oxford in January will receive a very hearty welcome. The programme of the meeting is not yet complete, but some items are arranged. The presidential address will be delivered by Lord Fitzmaurice, now Lord President of the Council and a Cabinet Minister, on January 12. His lordship is known as an author and a scholar no less than as a diplomatist and a politician, and we may be sure of hearing an interesting and valuable discourse. A special feature of the programme will be addresses on literary subjects in French and German.

The principal topic for discussion will be the teaching of foreign languages in

middle and higher forms of schools. The openers will be Mr. von Glehn and Miss Partington, and the debate should be instructive, for much has been said and written on language-teaching in its elementary stages, but comparatively little about advanced work. Further discussions are being arranged. Nor will the amenities of life be forgotten, for the local Committee are arranging a reception on the evening of Monday, January 11, and a dinner on the following evening.

The full programme will be sent to members with the December number of MODERN LANGUAGE TEACHING.

CORRESPONDENCE.

THESE SORT OF QUESTIONS.

MONSIEUR,—Il y a cinq mois que je suis en Angleterre dans le but d'apprendre votre belle langue. Elle est diablement difficile, il faut l'avouer. Je parle déjà assez bien ; mais en ce qui concerne la langue littéraire, c'est une autre paire de manches, et ses finesses me mettent souvent au désespoir. On m'a dit qu'il fallait me méfier des journaux à bon marché dans le genre du *Daily Mail* ; l'anglais qu'on y écrit ne serait pas toujours du meilleur aloi. En revanche, je lis assidument votre savante revue. Je sais de bonne source qu'elle est l'organe des maîtres les plus qualifiés d'Angleterre en bon langage, qu'elle peut satisfaire le puriste le plus exigeant ; en un mot, qu'elle renferme ce que vous appelez le *King's English*. Comme je me destine à l'enseignement des langues vivantes en France, je peux déjà m'appeler en quelque sorte un collègue ; c'est pourquoi je me permets, monsieur, de vous demander une explication au sujet d'une phrase que j'ai trouvée à la page 173 de votre dernier numéro, et dont la construction m'a beaucoup intrigué. Voici cette phrase : *These sort of questions are now largely abandoned*. En français, comme vous le savez sans doute, l'adjectif

démonstratif s'accorde toujours avec son substantif, et le verbe avec son sujet. J'avais cru jusqu'ici qu'il en était de même en anglais ; mais je vous avoue qu'après avoir lu cette phrase, je suis complètement dérouté. Ces règles auraient-elles des exceptions ? Je serais heureux de les connaître. Si l'un de vos savants lecteurs voulait bien m'expliquer ce mystère, je lui serais on ne peut plus reconnaissant.

Agréez, monsieur, je vous prie, l'expression de ma plus haute considération.

JULES PINGOUIN.

Le mardi, 20 octobre, 1908.

DICTION IN THE FOREIGN TONGUE.

THE following lines are apparently corrupt, though obviously intended for English. In point of fact, the correct and original version is to be found in a well-known poem by a standard English author. The version I send you is composite, collated from some twenty different manuscripts. It illustrates admirably the dangers of dictating to foreign students an 'unseen' passage in *one's own tongue*. The pupils in this case were the III^{me} Classe of a Gymnase (more than 100 miles from Paris),

which, at the request of their master, an Englishman, I had, some months ago, the pleasure of examining. The lines were taken from the class reading-books, but the boys had never seen or heard them before. They were dictated slowly and distinctly three times over in the ordinary way. Readers familiar with the difficulties of corrupt passages in the ancient classics, as well as those engaged in the teaching of modern languages, should find here food for reflection. I append the composite, with some notable variants:

It was about the lowly clothes of whom
summer day,
There came a gaunt munching chip¹ fool-
sail² to plumeth bay;
There croo half sieu have kill'd black
fleece³ beyong Aurigny's eye,⁴
At hurriest⁵ quilight on the wails⁶ like
Heaving⁷ many a mile.

VARIANTS.

- ¹ Gallon marchand—mutter chup [?= mutton chop].
- ² For sell [?= for sale].
- ³ Fleece [?= fleas].
- ⁴ Orindecaills—orilies iled—oreignies—Orinia's—ornauries—the young or regnous ile.
- ⁵ Urlians.
- ⁶ Wames.
- ⁷ ?= Heaven.

The importance and variety of the phonetic questions involved in these cases of 'mishearing' would afford scope for an independent article, for which I hesitate to ask you to find room.

M. MONTGOMERY
(Lektor in English, Gießen University).

REVIEWS.

Cambridge History of English Literature.
Vol. ii. (Cambridge University Press.)
Pp. 539. Price 9s. net.

This instalment, which brings us to 'The End of the Middle Ages,' deals with matters more generally interesting than those considered in the first volume of the series. Chaucer, Wyclif, 'The Vision of William concerning Piers the Plowman'—these are subjects which are attractive to all lovers of letters, as well as to professed students of literature. Professor Manly's chapter on 'Piers the Plowman' is, perhaps, the most important in the book, and is likely to prove epoch-making in the study of that poem. It is not often that a great literary discovery is first promulgated in a compendium of this kind, but Professor Manly, with admirable modesty, is content to state his views in this form, without any attempt to direct undue attention to their author. A year or two ago he published a paper in *Modern Philology* on 'The Lost Leaf of *Piers the Plowman*,' in which it appeared that he was not satisfied with the theories of authorship usually accepted. In this new and fuller

statement of his opinions, he seems to upset the conclusions of Skeat and Jusserand, and to deprive Langland once and for all of the credit that has so long been given him. We await with interest the publication of Professor Manly's detailed evidence in support of his theory; meanwhile, we are forced to conclude that he is probably right in supposing that the poem is the work of several different men, and not the creation of a single author. The differences between Texts A, B and C, as detailed by him, do appear, to an unbiassed reader, to point to the work of several authors rather than to frequent revision by a single writer at various stages in his career.

This is not the place to discuss Professor Manly's views at length. It is, however, only right to state that he does not allow them to take undue precedence over simple literary appreciation. His 'principal concern is with the poems themselves as literary monuments,' and his criticism is extremely apt and illuminating. M. Jusserand himself has not a clearer conception of and delight in the poetical

qualities displayed in the 'Vision.' The whole chapter merits very careful reading.

We wish we could say the same of Professor Saintsbury's article on Chaucer, which is woefully disappointing—inadequate in matter, and slipshod and affected in style. It reads like the work of a brilliant journalist who is 'getting-up' his subject as he goes along; it has not the assurance, dignity, and knowledge which we have a right to expect from a scholar writing with the authority of Professor Saintsbury's position. There are careless misprints, such as that on p. 161, where the name of Francis Thynne is substituted for that of William as the first editor of Chaucer's collected works. Though it is true this particular slip is corrected in the very unobtrusive list of errata at the end of the book, it is one which is significant of the way in which the work has been done, for no serious student of the subject could have passed such a mistake in proof. Again, there are misleading statements, such as that about the versification of *Sir Thopas* (p. 181): 'The verse . . . is of the smoothest variety of "romance six" or rime couée (664664, *aabccb*).' Anyone unacquainted with the tale would surely deduce that it was written throughout in a six-lined stanza: no one could suppose that it illustrated many types of romance verse, and that the variety is part of the exquisite parody to which Professor Saintsbury draws attention. Once more, what is meant by the remark (p. 171) that 'rime royal' is 'the only distinguishing name' for the measure which is at least equally well known as the 'Chaucerian' or 'Troilus' stanza? Were it worth while, instances of this kind might be multiplied. There are other and more serious errors to be noticed—foolish sneers at the men who have done so much for Chaucerian scholarship (p. 167, § 2, p. 175, l. 30, etc.), and culpable omissions, as in the cursory reference to the two prologues to *The Legend of Good Women*. But we prefer to draw attention to the one thing in the chapter which may add to Professor Saintsbury's reputation. His

treatment of Chaucer's humour is admirable—delightfully appreciative and penetrating. We should be very sorry to lose the passage which deals with it (p. 191); but apart from these paragraphs, we think the editors would be well advised to ask some accredited Chaucer scholar—Mr. Pollard, for example—to rewrite the article for any future impression of the volume. The Chaucer bibliography (pp. 455, *et seq.*), compiled by Miss Paues, merits a special word of praise, though the bibliographies are almost all of them excellent, and likely to be of real service to students.

We have not left ourselves space to consider the rest of this valuable volume at all in detail. It is impossible to pass over Mr. Macaulay's chapter on Gower, which shows ripe scholarship and equally mature self-restraint and sense of proportion; Miss Greenwood's articles on medieval prose are extremely interesting, and sum up all the most recent investigations on the subject in a style that has not suffered by contact with fourteenth and fifteenth century prolixity. Scotch literature is satisfactorily treated by Mr. Giles and Professor Gregory Smith, and the other chapters are all adequate and scholarly. Professor Gummere's paper on 'Ballads' is written by one of the greatest living authorities on the subject; it is full of detailed knowledge, equalled only by the enthusiasm with which this is quickened and inspired: 'The æsthetic values of the ballad call for no long comment. . . . The appeal is straight. . . . They can tell a good tale. They are fresh with the open air; wind and sunshine play through them; and the distinction, old as criticism itself, which assigns them to nature rather than to art, though it was overworked by the romantic school and will be always liable to abuse, is practical and sound.'

Finally, it can safely be said that anyone who carefully reads this volume will be convinced—if he lack conviction—that Mr. Waller's concluding statement about fifteenth-century literature is far more justifiable than that which is more com-

monly made by the half-informed. 'It is not deficient either in variety of utterance or in many-sidedness of interest. It is not merely full of the promise that all periods of transition possess, but its actual accomplishment is not to be contemned, and its products are not devoid either of humour or of beauty.'

Elizabethan Drama, 1558-1642. By Felix E. Schelling, Professor of English in the University of Philadelphia. Two vols. (Constable and Co.) Pp. 606 and 685. Price 31s. 6d. net.

The object of this searching and profound study of Elizabethan drama is best explained in the author's own words. Professor Schelling holds that 'a literature can no more justly be studied in those works alone which have stood the test of time, than the ethnology of a race can be decided solely on the traits of its Bismarcks or its Darwins.' He estimates that at least fifteen hundred new plays appeared in the eighty-four years that passed between Elizabeth's accession and the closing of the theatres by the Puritans in 1642, and it is the purpose of his investigation 'to determine the development of species among dramatic compositions within the period; to ascertain, as nearly as possible, the character of each play considered, and refer it to its type; to establish its relations to what had preceded and to what was to follow; and definitely to learn when a given dramatic species appeared, how long it continued, and when it was superseded by other forms.' Anyone who diligently studies the results of Professor Schelling's explorations into regions often little known, will acknowledge the literal truth of his assertion that 'the chief sources for this book have been the original texts themselves.' His points of view are independent and convincing, and he treats the facts he has accumulated in a new way. Perhaps this independence is best exemplified by his consideration of Shakespeare, whose plays are not examined together as the work of a single author, who towers head and shoulders above his contemporaries. On

the contrary, the plays are referred to their several categories—romantic comedy, romantic tragedy, history, tragi-comedy, and the rest—and there shown side by side with other dramas of the same class. As a result, while Shakespeare's superiority is firmly established, he is yet shown in proper perspective. We learn to realize the work that was being accomplished by his contemporaries, and to grasp their relative achievements. 'Shakespeare's own overshadowing greatness' is not allowed to distort and obscure 'the true proportions of his vigorous and manifold age.'

Professor Schelling is peculiarly happy in his treatment of the 'Comedy of Humours and of London Life,' and he distinguishes most carefully between the earlier and later 'Comedy of Manners.' The 'many distinctions and divisions' for which he apologizes, are most helpful to the reader who is anxious to keep the various stages of growth and decadence clearly in mind, and we know no other book which makes equally plain the multifarious influences which went to mould Elizabethan drama. Professor Schelling's work is an indispensable aid to students of the period with which it deals, and should find a place in every reference-library. The bibliographical essay, which is a commentary on, as well as a list of books, is in itself unique; the list of plays written, acted, or published, between the years 1558 and 1642 is invaluable, though we could wish it were chronological instead of alphabetical; the index is as full, scholarly and careful as everything else in this admirable book.

It would be pleasant to discuss some of Professor Schelling's opinions at length, but perhaps we can do the student no greater service than to refer him to the work itself. He may not always agree with the conclusions that have been reached; it will not be the author's fault if he fail to recognize and to respect the learning, patience, and critical faculty which have helped in their formation. Professor Schelling has read wisely as well

as deeply; he judges Elizabethan drama well because he so intensely realizes the reason of its lasting vitality: 'It presents life to us hopefully, not cynically nor pessimistically, and possesses, as few literatures have ever possessed, the power to disclose the world as it is, and simultaneously guide the delighted reader to a realization of that world transfigured by the magic of poetry.'

Coleridge's Literary Criticism. With an Introduction by J. W. MACKAIL. (London: Henry Frowde, 1908.) Pp. xix+266. Price 2s. 6d. net.

It is always a privilege to be admitted into the company of Coleridge, and this is especially the case when he is telling us 'what poetry meant to the author of the *Ancient Mariner* and *Christabel*.' This little volume, which brings together in an attractive form the great bulk of Coleridge's *Literary Criticism*, supplies a very real need of students of literature. It is no small boon to be able to obtain in a single volume, the best of what he has written about poets and poetry. The editor, whose name is not mentioned, has done his work admirably, and we can only offer him our grateful thanks.

Professor Mackail's scholarly and interesting introduction suggests that he is not altogether in sympathy with Coleridge's mysticism, his search for 'the absolute.' What Professor Mackail stigmatizes (p. ix) as 'large incoherent abstractions,' are surely something more than mere 'rhetoric,' 'barren word-play.' In the very definition quoted, Coleridge marshals the intellectual faculties in due order; he does not undervalue the more prosaic mental attributes, but he emphasizes the faith which inspires his criticism and his poetry alike—that poetry is the identity of all knowledge, and that mere knowledge is subordinate to the higher gift of imagination, which knows how to connect reason and understanding with the will and inspiration of the whole world. It is this realization on the part of Coleridge which makes his criticism so inspiring and refreshing. He is a mystic

and philosopher, yet one who has, in his criticism, a close grasp of facts. His enthusiasm is infectious, the intimate knowledge is convincing, and these, combined with the insight of a poet, render Coleridge one of the greatest and most suggestive of English critics. It is the aim of Coleridge to combine clear intellectual analysis with spirituality and insight. Often he succeeds; often, too, he fails, and becomes over-subtle and symbolical; but his suggestions contain the germ of higher development, and the foretaste of an ideal criticism.

Professor Mackail is most convincing when he most clearly discerns Coleridge's power as a guide to the study of literature, 'where he abandons himself, as it were, to his own poetical sensitiveness, and uses his unequalled power of making language a vehicle of emotion.' He is perhaps less successful when he endeavours to prove that Coleridge tries to identify poetry and philosophy, and in so doing ceases to be either poet or critic. But it is entirely true that a 'trained faculty and a sound judgment' are demanded 'when we study Coleridge's *Literary Criticism*,' and that this 'is just one of the main causes why the study of it is not only illuminating, but stimulating and formative in so high a degree.' For this reason, also, we welcome the publication of this volume.

Browning's Strafford. Edited by HEREFORD GEORGE. (Clarendon Press, 1908.) Crown 8vo. Pp. xx+90. Price 2s.

If Browning's tragedy is to be used as a supplement to the history lesson—and we by no means deny that as such it will serve a useful purpose—then this edition by Mr. George will be found quite satisfactory. The print is good, the price is comparatively low, and the introduction gives an adequate account of the political situation, and of the part played by Strafford. The notes are meagre, though some are also superfluous, since the information contained in them would naturally be given by any competent teacher, if indeed it were required. We fancy, however, that a form able to appreciate

Browning, would also know that 'it was a distinguishing habit of the Puritans to introduce into their talk references to the Bible'; or the meaning of 'Thorough,' as used by Strafford; or that 'Laud's main object in life was to impose on everyone his own pattern of Church observances.' Frankly, we think any ordinary cheap edition of Browning in the hands of a good teacher would serve quite as well as this special text, which contains no word of literary appreciation or comment, and draws all that is valuable in its introduction from Professor Gardiner's history, which is in every respectable school library.

Passages for Paraphrasing. Selected by D. M. JAMES, M.A. Edinburgh and London: Wm. Blackwood and Sons. Pp. 91. Price 6d.

It is regrettable that there is still enough demand for books of this kind to warrant a new edition. Paraphrasing of the old-fashioned type is a vicious exercise, for it is infamous to ask a child to turn into his own halting language what has been said once and for all by a great master. This is specially the case if the passage set is poetry. The fact, therefore, that Mr. James has chosen many fine extracts, is an argument against the use of his book. The examples of paraphrasing which he gives in the preface, are further proofs that the power of expression should be cultivated in other ways.

Johnson on Shakespeare. With an Introduction by WALTER RALEIGH. London: Henry Frowde, 1908. Pp. xxxi + 206. Price 2s. 6d.

This is a delightful little book, which helps to emphasize the fact that Johnson is a great writer, who, much as he owes to Boswell in many respects, lives by his own merit as a man of letters. It has been too often taken for granted that Johnson's writings would long since have been forgotten but for the charm of his personality. This is not so. His criticism is perennially fresh and independent, even when, as sometimes happens, wrong-headed. It is nowhere better than in the notes on

Shakespeare. As Professor Raleigh says in his admirable Introduction, 'They are written informally and fluently; they are packed full of observation and wisdom;' and they are the work of one who from his boyhood had been thrilled and excited by the great moments of Shakespeare's drama. No student of Shakespeare or of Shakespearean criticism can afford to neglect the Preface and Notes. No reader of current scholarly investigation will willingly omit to read the work of Professor Raleigh, himself among the most distinguished of modern critics of Shakespeare. To all such, and to all who have fallen under the sway of the great dictator of letters, we confidently recommend the latest addition to Mr. Frowde's valuable series of reprints.

Charles Dickens et Alphonse Daudet: Romanciers de l'Enfant et des Humbles. Par WILLIAM ANGUS MUNRO. Toulouse: Edouard Privat, 1908. Pp. 128.

The title of this essay sufficiently explains its scope. Dr. Munro institutes an interesting comparison between the two writers and their treatment of social problems. His work illustrates the interrelation of French and English literature, and is another proof that the modern novel in France, as well as in England, is keenly alive to the 'spirit of the age,' as exemplified in political and philanthropic movements. The literary criticism is intelligent, but neither very profound nor very original.

The Young Norseman. By WILLIAM BRIGHTY RANDS. Illustrated by M. M. Williams. London: David Nutt, 1907. Pp. 263. Price 3s. 6d.

This is a reprint of a book first published some forty years ago, and it bears traces of its age. The story introduces us to the Norse legends and mythology as they appeared towards the end of the Viking age. These tales are woven somewhat unskilfully into a plot in which they have no real place, even though its hero is a Norseman living in Iceland. The world of the Northmen is always attractive to English boys and girls, but, frankly, we

think they might learn to know it more easily by other means. The book is well printed and bound, and the illustrations are good.

Contes et Nouvelles: PROSPER MÉRIMÉE.
Edited by J. E. MICHELL, M.A., Ph.D.
Oxford: Clarendon Press, 1907. Price
2s. net. Pp. xx+126 (text 95,
notes 27).

Iambes et Poèmes: AUGUSTE BARBIER.
Edited by Ch.-M. GARNIER. Oxford:
Clarendon Press, 1907. Price 2s. net.
Pp. lvi+136 (text 105, notes 30).

La Légende des Siècles: VICTOR HUGO.
Edited by G. F. BRIDGE, M.A. Oxford:
Clarendon Press, 1907. Price 3s. net.
Pp. xxxi+179 (text 143, notes 32).

Three more of these very useful editions of M. Delbos' Oxford Higher French Series, with their excellent print and paper, a pleasure to read. The *Contes et Nouvelles* and *La Légende des Siècles* contain a useful bibliography of study and criticism as well as of the author's works. 'Whenever it has been possible, each volume has been adorned with a portrait of the author at the time he wrote his book.' The three portraits before us add much to the attractiveness of the volumes.

Contes et Nouvelles (no table of contents) comprises such well-known writings of 'the prince of the French short story' as Mateo Falcone, Vision de Charles XI., Tamango, Carmen, L'Enlèvement de la Redoute. The notes are wisely confined almost entirely to the elucidation of historical references, or to biographical allusions. In a scholarly edition like this, we expect a higher standard of English than is revealed by the following passages from the Introduction: 'The mother . . . moulded his mind, which assumed, quite early in life, an unsympathetic, sceptical, and matter-of-fact attitude, and for which Mérimée himself was totally unable to account; 'sterling good work; 'stimulated his old interest in the classics; 'taking office under the Imperial Government, and his unfortunate espousal of the Libri cause, made many of those friends . . . drift away from

him; 'it is useless betraying your feeling; 'the cultivated ironist.'

Iambes et Poèmes: 'As this selection includes rather more than three-fourths of the *Iambes et Poèmes*, it may rank almost as a new edition either in England or France.' We do not doubt that for English readers, at any rate, this will serve as the standard edition of the best of Barbier's work for many a long year. The introduction alone would ensure that—a most illuminating and inspiring study, a model of what a critical introduction should be. One is glad of the decision of the editor in chief: to secure 'that these introductions should be as characteristic as possible, and real studies of the various authors and their works' the editors write them in their own native language. The notes are full of appreciation and suggestiveness, of a literary value that is rare. Altogether this volume forms a most welcome edition of these splendid satires and poems—one of the finest of the series. Of the subject-matter we may perhaps be permitted to quote from the preface: 'Auguste Barbier n'est pas un des grands noms de la poésie française: mais c'est un nom connu de tous en France et il est peu de collégiens qui ne sachent par cœur quelques-unes de ses strophes. Ses poèmes ont l'étonnante fortune de soulever l'enthousiasme des jeunes et de garder l'estime admirative des techniciens du vers et des connaisseurs passionnés' . . . 'De ces écrits-là, ce n'est pas par conséquence, mais par essence, qu'on peut dire qu'ils sont non des mots, mais des actes. Ils sont baignés de vie, de la vie artistique que sait, dans tout grand œuvre, recomposer l'alchimie du génie et, par surcroît—là est le prodige—baignés de la vie actuelle, agissante et présente de l'homme qu'on sent touché au plus profond de son être. Nulle part ailleurs, sauf dans les effusions des mystiques, on n'a autant la sensation de cœur pantelant et d'âme transportée: nulle part ailleurs, dans la poésie française, on ne se sent plus près de l'enthousiasme sacré du vates antique.'

Could our scholars do better than follow the example of the collégiens of France?

La Légende des Siècles: Mr. Bridge has had a great opportunity and has used it well. The critical introduction, a very thoughtful and thorough piece of work, is in every way admirable. His treatment of Victor Hugo's work is so interesting and stimulating that it leaves one with a keen desire for further study, not only of *La Légende* itself, but of all Victor Hugo's other writings, both prose and verse—a consummation greatly to be desired for the young student. The notes, too, show not only thorough familiarity with the subject, but, a rarer quality, literary insight.

Fleur de Neige. By E. C. HAINSSSELIN. Blackie. 4d.

Pretty dances strung together by a slight fairy-tale. Do three short sentences such as constitute Scene 2 warrant a change of scene before and after?

Le Petit Grandpère et la Petite Grandmère. By KÄTE WEBER, translated by ANNIE BOURDASS. Blackie. 4d.

This little play, already familiar in the original German, is charming. Simple, amusing, full of action, it is admirably suited for junior forms, and might well serve as a model of what Modern Language teachers need in the way of light plays for little people.

Herr Peter Squenz: Schimpfspiel in drei Aufzügen. VON ANDREAS GRYPHIUS. Edited by Sydney H. Moore. Edward Arnold. Price 2s.

It will probably be information even for some readers of this paper that Andreas Gryphius was a German author, that he was born in 1616, and died in 1664, and that he is chiefly remembered—in so far as he is remembered at all—as a hymn-writer. Here comes now Mr. Moore, to remind us that he is also the author of three comedies, and that 'each of the three is a masterpiece.' We do not share Mr. Moore's enthusiastic admiration for the comedies of Gryphius; nor are we even quite ready to admit that the play under consideration deserves to be called

a comedy at all. Peter Squenz is the Quince of a company of actors who play *Piramus und Thisbe* before King Theodorus and his Court. It is very plainly an imitation of a part of Shakespeare's *Midsummer Night's Dream*; how close an imitation may be judged from the following speech of Klipperling, who plays the part of the lion: 'Kümmert euch nicht, kümmert euch nicht; ich will so lieblich brüllen, dass der König und die Königin sagen sollen: mein liebes Löwichen, brülle noch einmal.' The reader who is unfamiliar with the play may welcome a few more quotations:

SQUENZ. Verschraubet euch durch Zuthung eurer Füße und Niederlassung der hintersten Oberschenkel auf herumgesetzte Stühle, schliasset die Repositoria eures Gehirnes auf, verschiesset die Mäuler mit dem Schloss des Stillschweigens, leget eure sieben Sinne in Falten, Herr Peter Squenz (eum titulis plenissimis) hat etwas Nachdenkliches anzumelden (p. 18).

PIRAMUS. Du rotziger, blasebalgmacherischer Dieb! Sollst du mich duzen? Weisst du nicht, dass ich ein königlicher Diener bin? Schau, das gehört einem solchen Halunken (p. 42).

KRICHS [DER MOND]. Itzund komm' ich herein gehunken,
Ach lieben Leute, ich bin nicht trunken,
Ich bin geboren zu Konstant-Tinopel, ist mein Vaterland.
Ich fürchte, es werd' mir immer gehn,
Wie meinem Vater ist geschehn.
Derselbe hatte böse Füße,
Und biss nicht gerne harte Nüsse.
Die Augen werden mir so dunkel,
Sie sehen aus wie zwei Karfunkel.
Ich schmiede wacker frühe und spat
Und sage: Gott, gib guten Rat.
Ich schmiede, schlage tapfer zu,
Was ich tu', muss mein Knecht auch tu'.
Nun nehm' ich an einen neuen Orden
Und bin der heilige Mondschein worden,
(p. 47.)

As may be imagined from the nature of the play, the German one finds in it is not of the purest description; queer and obsolete words abound, and there is a constant sprinkling of grotesque Latin. For these reasons we hesitate about recommending the book for school use. On the other hand, there is no doubt that it throws some light on the course of German

literature during the seventeenth century; and perhaps, after all, it is meant chiefly for the dilettante student of literary curiosities. But the latter, we remember, is likely to be a squeamish kind of person, and we fear he may be shocked at notes couched in such language as this: 'Euphuism as an effective literary force in England was as dead as a door nail in 1648' (p. 64).

Am Rhein. A German Story for Beginners, with Grammar and Exercises. By KARL WICHMANN, Ph.D. Pp. xii+144. Ora Maritima Series. Swan Sonnenschein and Co. Price 2s.

We want to speak well of this book. In the first place, we have been won over by an opinion expressed in the Preface that 'the final aim of all foreign language instruction is to enable a pupil to become acquainted with the treasures of foreign literature,' of which even reformers in language teaching need to be reminded from time to time. Again, not many things in German literature have given us more pleasure than the 'Nibelungenlied'; and a large part of this book is taken up with an account of the adventures of Siegfried, related by Professor Wichmann in that simple and graceful narrative style to which both the story and the German language lend themselves so well. We think we know the schoolboy's heart, and

'The gleams and glooms that dart
Across the schoolboy's brain';

and we believe that the adventures of Siegfried will commend themselves to him.

All the more pity, we think, if the book has faults of method; and we fear it has. In the first place, we find three pages (pp. 54-56) devoted to the pronunciation. Professor Wichmann begins his remarks on this subject by saying: 'Very few German sounds are exactly like the corresponding English sounds. Consequently the English equivalents given below represent in most cases only approximately the sounds of the German vowels and consonants.' Since he is aware of this, would it not have been better to give the first few chapters in phonetic script,

instead of telling the pupil that the vowels of *God* and *Gott* are the same, as he does on p. 54?

The first fourteen chapters of the book are headed as follows: Otto bei dem Onkel, Der Garten, Das Schulzimmer, Das Dorf, Die Kirche, Der Heimweg, Das Gespräch mit dem Onkel, Das Mittagessen, Vorbereitung zum Ausflug, Die Eisenbahn, Die Fahrt nach Xanten, In Xanten, Die Heimkehr von Xanten, Das Abendbrot. With Chapter XV. the pupil is introduced to the German print. The last words of Chapter XIV. are as follows: 'Dann setzten sich alle an den Tisch in der Mitte des Zimmers, und Otto sagte: "Wirst du uns jetzt nicht die Geschichte von Siegfried erzählen, lieber Onkel?" "Mit Vergnügen," sprach der Onkel und begann die folgende Geschichte.' In this way the author has sought to connect the two parts of the book. It is true that he has managed to get a great deal into the early chapters; but we still think they are not long enough to insure the pupil's mastering thoroughly the elementary constructions of the language. At the end of the book are short lists of questions on the text; in our opinion these should be much fuller, and they would be much better placed at the end of each chapter. We strongly object to the extent to which English and German are mixed up in the 'Grammar and Exercises' at the end of the book. There is given on p. 122 a list of German grammatical terms with their English equivalents; but we remain quite at a loss to understand what language Professor Wichmann expects to be spoken in the German lessons. If the pupils are to keep dodging backwards and forwards between one language and the other, we fear they will not make much progress. A vocabulary, in which every word, even down to the definite article *der*, is explained in English, does not find favour with us either.

In the lists of prepositions given on p. 111, *ausser* is omitted from those that govern the dative, and *wider* from those that govern the accusative. No mention

is made of any prepositions governing the genitive, although *während des Festes* occurs in the text (p. 40, line 13).

The following sentence, occurring in the material for free composition on p. 90, we have had to read more than once: 'These sons, whose treasures Siegfried had divided, sent their giants against Siegfried, whom the hero slew.'

The frontispiece is a map of the Rhine district, and there are three other illustrations of no great artistic merit. The general aspect of the book is neat.

Professor Wichmann states in his Preface that 'the method on which this book has been constructed is that which has been expounded and applied with so much success by Professor Sonnenschein in his *Ora Maritima* (1902)—a method which is as applicable to a modern as to an ancient language.' It is pleasant—we say it in all sincerity—to see a teacher of modern languages learning method from a teacher of ancient languages. Might we venture to suggest that Professor Wichmann should now take a turn at learning from some of the members of his own *Fach*? He has conceived and written a pleasant German text, fresh with interest, and free from stodginess; on the other hand, he has not so treated his text as to make his book, from the point of view of method, acceptable to the most enlightened modern language teachers of the day. This ought he to have done, and not to have left the other undone.

A First Spanish Book. By H. J. CHAYTOR, M.A. Pp. 214. Edward Arnold. 2s. 6d.

The main portion of the book consists of thirty-four lessons on Spanish grammar, each followed by exercises. Completing the volume are: a short chapter on Social Forms and Phrases, a section on Business and Commercial Correspondence, poetical selections, prose extracts, and a Spanish-English vocabulary.

The lessons and exercises, though not distinctly on Reform lines, have many excellent features. In the early stages each exercise contains a 'group' vocabulary, and in the later stages the exercises for translation depend for their vocabulary on the text of the Spanish extract immediately preceding. These extracts are generally well chosen, but in some cases (Exercises 26 and 27, for example) illustrate somewhat inadequately the grammatical points discussed in the lesson. Students of Spanish, working without a teacher, will find this book well adapted to their needs.

The Students' Elementary Text-Book of Esperanto. By L. P. BERESFORD, LL.D., M.A. Pp. 28. International Language Publishing Association. 2d.

This modest booklet may be recommended as a convenient introduction to Esperanto; it serves to show the remarkable simplicity of this language, which may well rouse the interest of any student of philology.

FROM HERE AND THERE.

THE first meeting of the ANGLO-ITALIAN LITERARY SOCIETY was held on October 27 in the rooms of the Linnean Society, Burlington House, when Fleet-Surgeon Alfred Corrie presided, and an interesting address on 'Dante and Shakespeare' was delivered by Father Sebastian Bowden, Rector of Brompton Oratory. The Society has been formed for the study of Italian literature, and weekly meetings, devoted to the study and reading of Italian works of established reputation by ancient and

modern authors of prose and poetry, will be held. In addition, lectures and addresses in Italian and English by scholars of eminence have been arranged. The Society has the co-operation and support of Sir Dyce Duckworth, Sir Charles Holroyd, Professor A. J. Butler, Dr. V. Dickinson, and Mr. A. Stanford Morton, the acting secretary being Signor Canali.



On Tuesday, December 15, at the Theatre, Burlington Gardens, Milton's

tragedy, 'Samson Agonistes,' will be produced, under the direction of Mr. William Poel, for the members of the British Academy and their friends. The part of Samson will be undertaken by Mr. Ian Maclaren. A public representation will be given on Wednesday evening, December 16.



ABERYSTWYTH UNIVERSITY COLLEGE.—Miss Doris Grunell, B.A., D.Litt. (Paris), has been appointed Assistant Lecturer in French.



CAMBRIDGE UNIVERSITY.—The Charles Oldham Shakespeare Scholarship has been awarded to Thomas Smith Sterling, B.A., Downing College.



DURHAM UNIVERSITY, ARMSTRONG COLLEGE, NEWCASTLE.—Mr. Allen Mawer, M.A. (Cantab.), B.A. (Lond.), Fellow of Gonville and Caius College, Cambridge, and Lecturer in English in the University of Sheffield, has been appointed Professor of English Language and Literature.



DURHAM UNIVERSITY, ARMSTRONG COLLEGE, NEWCASTLE.—An Entrance Exhibition in Literature has been awarded to Miss Daisy Bowie.



LONDON UNIVERSITY, KING'S COLLEGE.—A complete series of evening classes in English has been organized. It covers the whole ground for Pass and Honours students in the School of English Language and Literature, and for the M.A. course. There are also evening lectures of a more popular character. Professor Gollancz directs the new departure, and we wish him much success. The London County Council has decided to make to the Senate an annual grant of £500 for these classes.



The Rev. C. H. ROWLAND, B.A. (Toronto), Modern Language Master at Listowel

High School, has been appointed Modern Language Master at Upper Canada College, Toronto.



Mr. T. DEMANT, a member of our Association, gave a lecture on French, English and German speech sounds to the Literary and Philosophical Society, Newcastle-upon-Tyne, on October 30. It is believed that this is the first public lecture on phonetics delivered in the district, and it is gratifying to learn that there was a large and enthusiastic audience.



Teachers who use phonetics may be interested to know that they can generally obtain a few dozen small round mirrors by applying to Bovril Limited, who issue them as advertisements.



A correspondent sends us the following note:

It was my good fortune, a few months ago, to succeed as teacher to a set of about twelve big boys.

Their readers [*sic!*] were the time-honoured *Roi des Montagnes* and *le Bourgeois Gentilhomme*. They had read about eighty pages of the one and nearly two acts of the other.

It soon became clear to me that they did not possess what they had read, and I naturally asked *how* they had been reading. The reading, as far as the boys were concerned, had been nil. They had neither read ten words nor heard ten words read in French.

Their time had been spent writing—and paying great attention to the calligraphic portion of their production—English versions of the two books. These versions being given to them under the form of dictation by their French master.

The above-mentioned man called himself a Modern Language specialist, with eight or more years' experience as successful teacher, and one who could refer to having never had a failure among the yearly sets of boys he sent in for the Locals, Matriculation, etc.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME IV. No. 8

DECEMBER, 1908

ON SIMPLIFIED SPELLING.

[The spellings adopted in the following article are designed merely to accustom the reader to a certain measure of change. They consist, for the most part, in the dropping of manifestly superfluous letters. It is fully recognized that simplification, to be of any substantial value, must go much further than this. But, lest confusion be worse confounded, more fundamental reforms must be introduced with great caution, and after careful study of the complex problems involved. It is one of the objects of the S.S.S. to further this study. In the meantime, it endeavors in its publications to educate at once the seeing eye and the thinking mind.]

THO the recently-established Simplified Spelling Society has, on the whole, been received by the Press with unexpected openness of mind, it has to encounter many erroneous preconceptions, both among certain newspaper writers, and among the general public. Perhaps the commonest of these is that the Society is a gang of conspirators leagued to

lay irreverent hands upon our noble and beautiful language, and to create a violent breach in its historical and literary continuity. Some opponents of the movement seem to regard themselves as a devoted band of purists intrepidly defending the integrity of the language against a horde of ruthless vandals. One of this gallant company writes (in a London periodical) that 'the Simplified (Spellers) shall stretch their racks and heat their pincers' in vain, for they shall never have their way. Of course this is an extreme case which may be charitably regarded as an ebullition of humor; but it is typical in spirit if not in form.

We shall not pause to comment on the curious fallacy of believing that the beauty of the English language (or of any other language, for that matter) resides in, or is intimately connected with, the symbols in which it is represented

to the eye. The true appeal of language is to the (outward or inward) ear; and a rational system of spelling would—among all its other advantages—tend to check vulgar slovenliness of pronunciation. This, however, is a remote and subsidiary—perhaps an arguable—point. The primary points on which we would at present insist are, first, that no instant and revolutionary change is contemplated by the S.S.S.; secondly, that it is a wholly mistaken purism, or purism falsely so called, which holds itself bound to rise up in defense of the haphazard conventions of our modern spelling.

Let it be clearly understood, then, in the first place, that the members of the S.S.S. are not (if the jingle may be pardoned) fonetic fanatics. It is one thing gradually to modify our spelling so as to bring it more into harmony with reason, and a totally different thing to adopt an extensive system of new symbols, capable of registering every minutest shade and variation of sound. How near we may eventually approach to strictly 'fonetic' spelling is a matter which time alone can decide—and 'time' in this case means not only decades but centuries. Meanwhile, 'fonetic' spelling, as above defined, is neither within the sphere of practical politics, nor included among the aims of the S.S.S. As its name imports, it works for progressive simplification, not for systematic reconstruction. Some of its members may hold more radical

views than others, and may desire more sweeping amendments. Some—but these are certainly a minority—may even believe that the nearest possible approach to fonetic accuracy is the ideal to be ultimately aimed at. But no one desires or dreams of any sudden and revolutionary change. Our opponents, then, may be assured that when, by way of argument, they print passages in some extravagant and arbitrary spelling which they are pleased to consider 'fonetik,' they are simply beating the air. They are attributing to the S.S.S. views and purposes of which, both individually or collectively, it is quite innocent.

Even the most ardent believer in the esthetic beauty of the conventional spelling must admit that it is not absolute, but dependent upon habit and association. If, then, amendments are introduced so gradually as to involve no rude overthrow of habit and association, the present generation will suffer no intolerable shock to its sensibilities, while numberless future generations will suffer nothing at all, but will, on the contrary, be spared an immense amount of unnecessary labor. We do not ask our opponents to sacrifice, in their own practice, a single one of the superfluities and irrationalities they love. They may, if they like, spell *gouverneur* and music *musique*,—for *gouverneur* and music are simplifications. All we ask of them is not actively to fight against the use of simplifications by those

who choose to adopt them, whether in manuscript or print; or, if they must argue against simplification, at least to acquaint themselves with the real arguments and proposals of those who are working for reform.

Secondly, let us take the case of the so-called purists who believe that our conventional spelling contains some treasure of historic instruction which would be lost to the world were it amended. It ought to give these gentlemen some pause to note that not a single professed student of the history of language attaches the smallest importance to this argument. The appeal to living authorities, however, may be met by a reference to Archbishop Trench and Dean Alford, who certainly gave some countenance to the historical or etymological fallacy. Let us, then, very briefly look into its merits.

We may thank Archbishop Trench for giving the antidote along with the bane—that is to say, for stating very admirably the argument he professed to controvert. Nothing could be better than the sentences italicized in the following passage (*English Past and Present*, 9th edition, p. 316):

‘It is urged, indeed, as an answer to this, that the scholar does not need these indications to help him to the pedigree of the words with which he deals, that the ignorant is not helped by them; *that the one knows without, and the other does not know with them*; so that in either case they are profitable for nothing. Let it be freely granted that this in both these cases is true; but between these two

extremes there is a multitude of persons neither accomplished scholars on one side, nor yet wholly without the knowledge of all languages save their own on the other, and I cannot doubt that it is of great value that these should have all helps enabling them to recognize the words which they are using, whence they came, to what words in other languages they are nearly related, and what is their properest and strictest meaning.’

To this there is a very plain answer—namely, that the Archbishop is preferring a very small gain, affecting a very limited class of people, to an enormous gain, affecting all the coming generations of English-speakers throughout the world. We may admit that nothing is to be had for nothing, and that against the greatest advantage there is always some disadvantage to be set off. But in this case the drawback is almost infinitesimal compared with the gain. There are no doubt some thousands, perhaps even tens of thousands, of educated people who occasionally take some pleasure in having their etymological memories jogged by a superfluous letter or a cumbersome collocation of letters. But this pleasure, rate it at the highest, is a very trivial and inessential affair; can it be for a moment held to be worth buying at the cost of from one to two years of unnecessary toil inflicted on all the learners of English, native-born or foreign, during all the centuries to come? Weighed in the balances of reason, what is the occasional pleasure of a few thousands against the inevitable and painful toil of innumerable millions?

Remember that we have not the interests of one generation or two to consider, but those of an illimitable multitude. It is hard to see how anyone who possesses an imagination, and is not possessed by a blind spirit of egoistic pedantry, can rely for a moment on the etymological pretext.

Even if simplified spelling would obscure the etymology of every word in the language, its manifold advantages would still enormously outweigh this disadvantage. But, as a matter of fact, it is only in a very small percentage of words that any sort of obscurity would take place. Look at the last two sentences we have written: they contain forty-seven words, chosen without any thought of their individual bearing on this argument. Apply to these forty-seven words any rational system of simplification: in how many of them do we find the etymology in the slightest degree disguised? In precisely one: to drop the *l* from *would* would no doubt render it a little less easy to remember its relation to *will*. It will scarcely be pretended that if we substituted *i* for the first *y* in 'etymology,' any one who had ever known its derivation would therefore find greater difficulty in remembering it. Let the reader, sincerely and faithfully, apply the suggested test to this page, or to any number of pages. Let him note (a) in how many words the spelling really gives the educated reader (as distinct from the special student) any etymological informa-

tion worth having; and (b) in what percentage of these words that information would be obscured by any rational simplification of their spelling. He will find the percentage very small indeed; and if he will then ask himself how often, as a matter of fact, these etymologies are really present to his mind, or have any appreciable value for him, he will surely answer (if he be capable of intellectual sincerity) that the gain to him and his class implied in the retention of the irrational spellings is as nothing compared with the gain that would accrue from their amendment to innumerable generations of English-speakers, all the world over.

The insincerity, or at any rate the perfunctoriness, of the etymological argument becomes apparent when we find that those who rely on it are not only opposed to the simplification of those words which afford a true index to derivation, but are equally hostile to any change in the numerous words which either point to a false derivation, or represent a false spelling of the original from which they are derived. So long as they can stick to a superfluous letter, in fact, they care very little whether the derivation it suggests be right or wrong.

Boswell reproached Johnson for dropping the 'u' in 'authour,' but highly commended his effort to 'stop that curtailing innovation by which we see *critic*, *public*, etc., frequently written instead of *critick*, *publick*, etc.' Johnson's defense of

this form was that in English we 'shoud always hav the Saxon *k* added to the *c*.' Had he known that in Anglo-Saxon 'quick' was spelt *cwic*, 'stock' *stoc*, and 'thick' *thic*, he woud scarcely hav made so amazing an assertion.

To come to grips with the purists, however, let us look at a few of the words in which the modern spelling (often distinctly worse than that of two or three centuries ago) is grossly misleading as to derivation.

In the word *aghost* the *h* is perfectly gratuitous and has less than no etymological value. The Middle English form is *gasten*, to terrify. *Agast*, the correct form, occurs in Wyclif's Bible, in Chaucer (twice at least) and in Milton. Shakespeare has 'gasted' for frightend. Both in this word and in the cognate *ghost* the *h* was due to Caxton, who followd a Dutch fashion (afterwards abandond) of writing *gh* for the hard *g* before *e* and *i*. Hence, too, the *h* in *ghirkin*, which, both according to etymology and common sens, ought to be spelt *gurkin*. In several other words formerly spelt with initial *gh*, the *h* has long been simplified away.

In *scent*, *scythe*, *scissors* and *scion* the *c* is as intrusiv and misleading as it used to be in the now simplified *scite* and *scituate*. *Sent*, from the Latin *sentire*, is correctly spelt in the First Folio 'Hamlet': 'I sent the mornings ayre.' Our etymological enthusiasts might as well write *scense* as *scent*. *Scythe* is spelt *sihe* in 'Piers Plowman,' *sythe*

in the First Folio Shakespeare. There is absolutely no etymological justification for the *c* in *scissors*, which has crept in owing to a false belief that the word was derived from the Latin *scindere*. In *scion* there is more excuse for the *c*, as it is collaterally related to the French *scier*; but it came into the language in the form of *sion*, *cion*, *cyun*, or *cien*.

Another curious instans of an intrusiv *c* may be found in the word *nickname*. The *c* merely servs to obscure the fact that the word was originally *eke-name*, a name added or tagged on. Persons who sincerely wish to hav their etymological memories jogd by their spelling ought certainly to drop the delusiv *c*.

The *b* in *debt* and *doubt* suggests, not exactly a false etymology, but a false history. The Middle English forms were *dette* and *dout*. *Detter* occurs in Coverdale, Latimer, Shakespeare, and the English Bible (1611), *dettor* in Milton; *dout* occurs in Latimer, Spenser, etc. The *was* gratuitously inserted under the mistaken impression that the words came direct from the Latin.

Redoubt is an example of a somewhat similar perversion. It is really derived throu the French from the Italian *ridotto*, explaind by Florio as 'a withdrawing place.' This again is a substantiv use of the past-participle *ridotto* which Florio translates as 'reduced . . . brought back safe and sound againe.' The word was originally *ridutto*, past participle of *ridurre*, to

bring or lead back. The spelling *redoubt* inevitably suggests the French *redoubter*, to dread; as if a redoubt wer a place specially set apart for cowards!

The false etymologies suggested by *island*, *rhyme*, and *sovereign* are too wel known to require comment. It is perhaps less commonly known that the *g* in *foreign* is entirely meaningless. In Chaucer's translation of Boethius, the word is spelt *foreine* or *foreyne*. It comes throu the Old French *forain* from *foraneus*, applied to a canon who is not in residens or to a travelling pedlar. The insertion of the *g* was a pure blunder.

Delight, again, is a meaningless spelling, possibly on the analogy of *light*, *bright*, *plight*, etc. The Middle English forms were *delit* (subst.) and *deliten* (verb). In Old French the word was *delit* or *deleit*.

So, too, in *sprightly*, the *gh* has not the faintest etymological justification. The Middle English forms are *sprit*, *sprite*, or *spryte*, French *esprit*. The *gh* has crept in on a false analogy, and 'jogs the memory' only to suggest something quite erroneous.

The list of spellings which have no historical or etymological justification, and which suggest either something untrue or nothing at all, might be almost indefinitely extended. To it ought to be added the list of words of which the current spelling is founded on a misspelling of the Latin or Greek original. What do our purists say to such enormities as *syren* for *siren*

and *tyro* for *tiro*, or *style* for *stile*? We have already—all of us who care about orthography—corrected in our Latin texts the spelling of *sylva* to *silva* (or *silua*), of *lachryma* to *lacrima*, and *lymph* to *limpha*; but in English *lachrymal* and *lymph* still linger on. Why should we not only tolerate but defend, in our own language, the 'howlers'—there is no other word for them—which as scholars we have already discarded in our editions of the Latin classics?

We shall believe in the sincerity of those who take their stand upon the historico-etymological argument, when we find them agitating for a revision of spelling from that point of view—for the ejection of letters which can remind them only of the blunders of dedit pedants and printers. As a matter of fact, they are quite as much opposed to changes which illumine etymology as to those which obscure it. Not, of course, that we hold them to be wilfully and consciously insincere. They are only too lazy, too wedded to convention and habit, to give serious thought to the matter. They seize upon a facile phrase, and use it without examination, as a pretext for their instinctive conservatism. All we ask is that they should really give some earnest thought to the question, and especially that they should bring into play their sense of proportion. We admit—for it would be folly to deny—that no great change can possibly be effected without some slight discomfort to those accustomed to the old order of things,

and perhaps even a certain measure of actual loss. But can anyone, weighing this temporary discomfort and trivial loss against the enormous gain to all future generations of English-speaking people, declare on his honor and conscience that the

balance deflects on the conservative side? It is like weighing a split-pea against a cannon-ball.

WILLIAM ARCHER.

WALTER W. SKEAT.

*Secretaries of the Simplified Spelling Society.**

MODERN LANGUAGE METHODS IN INDIA.

THE extremely interesting and valuable papers which have been contributed to MODERN LANGUAGE TEACHING on the subject of the direct method have all, I think, been the work of teachers and schoolmasters. It has occurred to me that it might be interesting to some of them to read the experiences of a learner of living languages.

In 1875 I went to India as a member of the Bengal Civil Service. My sole linguistic equipment was an elementary knowledge of Hindustani, which I had learned with the aid of a coach and the usual apparatus of grammar, dictionary, and text-books. After two years of training I could read an easy book—with difficulty. I could do a translation into Urdu, which was only Urdu (Urdu is the Mohammedan form of Hindustani), inasmuch as the words were Hindustani words. In short, I could achieve a more or less literal translation. I could not talk Hindustani. I did not understand Hindustani when I heard it spoken. My Hindustani bore a sad resemblance to the French which I took away from my public school. It might possibly have become the basis of real Hindi scholarship; but, as it happened, I was sent to a part of Bengal where the Hindustani language was rarely, if ever, used. After some six months of administrative training I was placed in sole charge of a 'subdivision,' with a population of some half a million of Bengali souls. I heard nothing but Bengali spoken from morning to night; all my work was done in Bengali. In

trying cases, I had to make a rough translation into my English record of the depositions of hundreds of Bengali witnesses. I was very busy—much too busy to find time for acquiring a literary knowledge of the language. I never looked at a grammar or a dictionary, and if I learned the written character, it was only in order that I might read the innumerable petitions that were presented to me on all manner of subjects. I learned the language entirely by the ear, and, long before I could read or spell, I had acquired a copious vocabulary and a sense of the idioms and accentuation of the language. It was after I could understand what was said to me, and could make myself understood, that I began reading. I still remember the acute pleasure I felt in recognizing in print the words with which my ear was already familiar. 'That,' I said to myself, 'is how such and such a word is written, is it?' Reading, instead of being a toil, was a delight. Bengali being one of the languages derived from Sanscrit which possess a remarkably complete phonetic alphabet, I of course found that in many cases my English ear had misled me. I had not been able, for instance, to distinguish the dental from the palatal T, D, S, and N. I strove to amend my ways, and was rewarded by an improvement, not only in my pronunciation, but in my hearing. I learned to look out for slight

* The Office of the Society is at 44, Great Russell Street, W.C.

differences of tone and pronunciation, which no native teacher would have thought it necessary to indicate. I dare not claim that the final result was much to boast of, but I certainly made a more rapid and infinitely pleasanter progress than I did at school with Latin, Greek, or French.

So far, my experiences were roughly those of any Anglo-Indian who tackles the vernaculars, and have nothing exceptional about them. But at a much later stage of my Indian career it was my good fortune to come into contact with the semi-savage races on the North-Eastern frontier. Most of the Indian languages, properly so called, are of the Indo-European family. Their construction and grammar—nay, the roots of their vocabulary—are those of our own European languages. The numerals and system of counting are the same. Anyone can see that *pita* is 'father,' *mātā* is 'mother,' *bhrātā* is 'brother,' and so on. Negation is expressed, as in all Indo-European languages, by nasal sounds. But in Assam I came into touch for the first time with Indo-Chinese languages of the agglutinative type, tongues of which the linguistic machinery and syntactical devices were wholly unfamiliar to me. Moreover, they possessed no written character, and there were, of course, no grammars or dictionaries. There were no teachers, in the sense that none of my semi-savage friends—excellent fellows in every respect—had any experience of teaching or, indeed, any desire to teach. Yet it was necessary to learn their language if I was to be of any use to them.

I began by taking down lists of words—the names of familiar objects. The nouns were easy enough, and I soon procured a longish list of the names of things. I even picked up a few verbs, but adjectives presented a curious difficulty. I got hold of a native who understood the (Indo-European) Assamese language as well as his native tongue, and to him I applied for adjectives. He puzzled me by supplying me with nothing but Assamese

adjectives! At first I imagined that his primitive, half-savage mind was incapable of translating, and that he simply gave me back the Assamese words I suggested. But I did him an injustice. The fact was that in his language there were, with one or two recent exceptions due to borrowing, *no* adjectives. That was where the linguistic device known as 'agglutination' came in. The modification of sense which we produce by using separate adjectives and adverbs was brought about by inserting little particles between the verbal root and the inflexional termination. Among these was a negative particle. For instance, *thāng-bai*, 'went'; *thāng-ā-bai*, 'did not go'; *thāng-ā-thi-bai*, 'did not pretend to go'; *thāng-ā-hūi-bai*, 'did not go from a distance.' And all these agglutinated particles, *ā*, *thi*, *hūi*, etc., had no separate existence whatever, and to the semi-savage mind could not be conceived of as existing apart from the verbs whose sense they modified. It was hopeless to ask for a list of them, much less to demand their meaning. They *had* no meaning that could be put into words. They were *modifiers* of meaning, if the expression may be used.

Anyhow, I found that the method of taking down lists of words (a process still followed by linguists and ethnologists in those parts, who even publish such lists; I have done it myself!) got me no 'for-rarder.' I came to no comprehension of the essential part of the language, the logical and syntactical habits which made it so interesting a study, and so delightfully different from our own 'subject, predicate,' etc., languages.

At this point I might have stopped, as in fact I have been forced to stop in learning other aboriginal languages. But in the case of the particular language of which I am writing, I had the good fortune to meet a delightful being (let me record his name: it was Samson!) who was a born story-teller. He had a great fund of primitive yarns, some of them wild-beast fables of the type familiar to students of Indian literature, and no doubt bor-

rowed from Hindu neighbours, but others excellent savage yarns with a rich vein of jovial boyish humour in them. I took Samson about with me in camp, and got him to tell me his stories over and over again. He told them to me as an English mother tells nursery tales to her babes, and I listened to them as an English babe listens, partly for the story, partly for the sound. Every parent knows how children do not like stories to be too simple, and detest the one-syllable style of story. Well, I found that I especially enjoyed and looked out for the polysyllabic agglutinative verb, sometimes fourteen or fifteen syllables long. Not once did I have a single word translated to me, nor did I try to translate. I hope I may be permitted to say that after only six months of this experience—six months in which I was, of course, occupied with the ordinary cares of administration—I passed an oral examination in the language and received the Government reward.

Now, what makes this story worth telling is that I am not 'good at languages,' as the phrase goes. I am no linguist, and, as I have tried to explain, if I have learned one or two Indian and Indo-Chinese languages, it was because, like most of my brother officers, I have had to learn them in the way of administrative business. My sole excuse for writing these few lines is the hope that I may supply a practical example of what can be done by a rigid use of the direct method. By far the best teacher I have ever had was a semi-savage Bodo, and his teaching consisted simply in telling me primitive yarns. It is nearly twenty years since I heard them, and they are still fresh in a not very retentive memory. I have Englished them to my own children, and have made them laugh at the aboriginal humour of my friend Samson. They are stories of the type which the nursery asks for again and again. To me they are valuable as a reminder of the pleasantest six months of my life.

Of course I must not be understood to suppose that a method which was conspicuously, and even startlingly, successful in the case of a simple savage dialect containing few abstract terms and possessing no literature is suitable for the teaching of a great literary language. But readers of MODERN LANGUAGE TEACHING know even better than I do that 'ce n'est que le premier pas qui compte,' and, as a beginning, the fairy-tale method, as a variety of the direct method, might be worth trying. No translation; the pupil to be allowed to puzzle out the meaning for himself, as the child in the nursery puzzles out the sense of what mother and nurse say to him.

I may be allowed to say, in conclusion, that out of my friend Samson's stories I compiled for Dr. G. A. Grierson's great *Linguistic Survey of India* an account of the Bodo agglutinative verb and a tolerably complete list of the little particles which are 'glued' into Bodo vocables by way of modifying their meaning. No doubt my attempt has some 'scientific' interest, if only for purposes of comparative philology. But I am heartily glad that nothing of the sort existed when I began learning the language. I have been compelled to give to each particle a 'meaning' in the form of an English adjective or adverb. But these little devices are not adjectives or adverbs; they form part of the verb with which they are incorporate, and to anyone who feels the genius of the language to which they belong there is something cruel and unseemly in displaying them apart from their proper surroundings.

The apologies of an amateur are due to any professional linguists who may read these crude reminiscences. I have striven to put down as accurately and briefly as possible the actual experiences of an unaided student who started with no theories whatever, and, indeed, at a time when the direct method was, I imagine, not yet come to its birth.

J. D. ANDERSON.

Cambridge, 1907.

METHODS OF EXTENDING THE MODERN LANGUAGE LEARNER'S VOCABULARY.*

BEFORE I come to close quarters with the subject about which I desire to speak, it will be well to clear the ground by considering what is the primary object of Modern Language teaching.

It is not to turn out expert translators. Let us hope that a very small number of the children who come under our care will have to earn their living by translating; few kinds of literary work are as badly paid as this. Very few will be called upon to speak a foreign language to any considerable extent. We are all by this time agreed that conversation is a valuable means to our end, but we do not wish to turn out mere talkers. Only a small proportion will be scholars in the academic sense. More will turn to commerce, but the special training required for this purpose is, generally speaking, outside the scope of the secondary school.

The primary object is to give our pupils the power of fluent and intelligent reading; if they do not take this with them from school, it seems to me that our work has been, in part at least, wasted. If we have secured this power for them, if we have imparted a taste for reading, so that they will of themselves turn to French and German books, it will stand them in good

stead right through their life, even if it be not directly useful for the career they have chosen. It will enable them to pass some of their leisure hours well—in itself no mean object; but apart from that, intelligent reading will mean broader sympathies, wider interests, more just ways of regarding the countries which are near to us, and yet often so far! It is not uncommon to find reform teachers misrepresented as to the importance they attach to reading; I believe all serious reformers agree with me in holding fluent and intelligent reading to be the main object of our work.

How must we equip our pupils in order that they may attain this object? It necessitates a knowledge of words and phrases, of foreign life and thought, but it does not necessitate the power of translation. It should not be forgotten that there are two kinds of translation, although (it is true) there is no hard-and-fast line separating them. Mechanical translation—the substitution of words provided by dictionary or vocabulary for those in a given text—is one thing. I believe it to have very slight value indeed, but I am not at present concerned with showing its futility. Quite another thing is the translating of one who knows two languages thoroughly; for him the dictionary is rarely of

* A lecture delivered at Leeds on May 9, in connexion with the Travelling Exhibition, is here given in a revised form.

any value. His mind grasps the idea conveyed by the foreign words, and he pours the fused metal into the mould of his own language. Such translation may be a work of art that we all admire. Take any fine passage—I am speaking to those who, like me, are not past masters of translation—and translate it into what seems adequate language. Look at your rendering again in a fortnight: probably you will realize how far it falls short of what you would call an ideal translation. Luther's famous letter of the year 1530 should be in the mind of all who translate. He and his helpers would search for three or four weeks for the true equivalent of a single word in the Bible.* Translation that is really an art is very slow work—much slower than intelligent reading may be, fortunately.

In order to read intelligently we must get at the full meaning of words, and that is often a very difficult matter. Take any people with whom you come into contact, and ascertain the meaning they attach to any particular word (I refer to the really deep words about

* Ich habe mich dessen geflissen im Dolmetschen, dass ich rein und klar deutsch geben möchte. Und ist uns wol oft begegnet dass wir vierzehn Tage, drey, vier Wochen haben ein einiges Wort gesucht und gefragt, habens dennoch zuweilen nicht funden. Im Hiob arbeiteten wir also, dass wir in vier Tagen zuweilen kaum drey Zeilen konnten fertigen. . . .

Ach es ist Dolmetschen ja nicht eines jeglichen Kunst; es gehöret dazu ein recht fromm, treu, fleissig, furchtsam, christlich, gelehrtes, erfahren, geübt Herz.

From Luther's *Sendbrief vom Dolmetschen* (ix., x., xx.).

which men struggle and fight, and for which they sacrifice themselves), and you will find that to each one such a word has a different meaning. Nothing brings out the variable content of words more clearly than the observation of children. Mr. Chamberlain, in vol. xi. of the *Pedagogic Seminary*, gives his little girl's answers to the question 'What is . . . for?' when she was thirty-three months old. The following are examples:

Clock: 'Why, it's to wind it up.' *Church*: 'Why, the people go in an' ting [sing] an' ting an' ting.' *Eyes*: 'They are to look at pictures.' *Garden*: 'It's a darden to put radishes on.' *Wall-paper*: 'It's to not trats [scratch] it.' *Bottles*: 'They are to put in ginger-ale.'

In an article on 'How Words get their Meaning,' in the same volume of the *Pedagogic Seminary*, Mr. Chambers quotes the results of an interesting inquiry into the meaning attached by boys and girls of various ages to certain selected words. From these I choose:

Girl of Eight: 'A monk is a person who live by himselfes upon high mountains, and had large dogs that go out and find travellers in the snow.' *Boy of Nine*: 'A monk is a little animal that look like a squirrel.' *Girl of Fourteen*: 'A monk is a man who lives secluded from the rest of the world and devotes his life to Christian work.' *Boy of Eighteen*: 'A monk is a type of the human race that lived in the Dark Ages. These monks were very learned, and from them much of our learning to-day has been handed down.'

These definitions seem to me singularly interesting as exemplifying the difference in our attitude

towards words; they show vividly how gradually the child's knowledge of words grows. The fact that there is an increase in the number of words is commonly recognized; it is much harder for the teacher constantly to make allowance for the fact that a word he uses has often a far more restricted meaning for his pupils than he attaches to it himself. Many words keep growing in content and forming fresh associations; sometimes a single experience will have a profoundly modifying effect on a word. It is the continual re-appearance of words in varying contexts, in reading far more than in speech, that gives them fulness of meaning. We may say that the more a man has read intelligently, the richer his vocabulary is—richer, not merely more extensive. It is by constant repetition in different combinations that words gradually assume something like their true meaning for the child. As Professor O'Shea says in his interesting book on *Linguistic Development and Education*:

'Much reading, even if the meaning of every word is not entirely clear at the outset, but if the sense as a whole is rightly apprehended, leads in the end to the most effective mastery of meaning-ideas for visual word-ideas' (p. 221).

It is unnecessary to point out how strongly these considerations support the view that a foreign language should not be learnt too early. We must leave the child time to get clear ideas in his mother-tongue.

The child of nine or ten may safely begin a foreign language. Hitherto he has looked on the world with English eyes, clothed his thoughts in English garb. We must be careful how we present the new language.

I have stated my views repeatedly as to the importance of selecting the beginner's foreign vocabulary with care. I am becoming more and more certain that it is a mistake to introduce things and ideas peculiar to the foreign nation at too early a stage. There are many words expressing common objects and ordinary actions and emotions which must be learnt, and are best learnt at the very outset. The content of such a word is much the same in all languages: two, *deux* and *zwei*; yellow, *jaune* and *gelb*; father, *père* and *Vater*; sleep, *dormir* and *schlafen*. These are, decreasingly in the order given, equivalent; they require no complicated explanation, no translation. By employing words which, though extremely useful, offer no real difficulties of meaning, we are able to devote all the more attention to the pronunciation, to the spelling, and to elementary grammar. It is a foolish ambition that defeats its own end to teach many words in the first year of instruction. Equally unwise is it to start two foreign languages at the same time.

In what has conveniently been called the intermediate stage, the pupils have reached a point at which the pronunciation and elementary

grammar no longer require so much attention, and it now becomes our duty above all things to extend their vocabulary.

There are two ways in which we can strengthen and build up the vocabulary—association and repetition. The old-fashioned book selects the vocabulary almost entirely from the grammatical point of view: for instance, words forming their plural in the same way are lumped together, without regard to their meaning. Sometimes an attempt is made to make up a kind of narrative introducing, say, all prepositions taking the same case; and the result, if not positively ludicrous, is generally quite unnatural. In teaching words we must make sure in the first place that they are worth teaching; then we must so teach them that they become members of as many groups as possible. They will enter the group of words with similar grammatical form and function; they will join a group of etymologically connected words; and they will become members of one or more groups kindred or contrasted in meaning. The greater the number of associations we succeed in establishing, the more sure we may be that the word will be remembered.

[In this connexion I may be allowed to refer to a mistake sometimes made by reform teachers, when they rely too much on the ear and the organs of speech, and do not give their pupils an early opportunity of writing the new word and seeing it written and printed. The stress laid on the

spoken language must not be permitted to make us neglect the activities of the eye and hand.]

The habit of associating kindred words is valuable; the habit of gathering the meaning of a word from its context is one that must be sedulously cultivated. I will call it 'alertness of association,' because 'guessing' might lead to misapprehension of my meaning. We want our pupils when they meet with a new word in their reading to face it in a determined fashion, and with the sense of exhilaration afforded by the exertion of our powers in solving a problem. We want them to make a reasonable conjecture as to the meaning of the new word. It goes without saying that in the early years of the intermediate stage our texts should be carefully chosen, so that the meaning of the great majority of new words can be ascertained. Some words (*e.g.*, the names of the less familiar trees) cannot be guessed, and in such cases the teacher's obvious course is to give the English equivalent.

The worst thing is to let the pupils use a dictionary or a special vocabulary. To look up a word in the dictionary or vocabulary is to get the meaning with the least effort and the least effect. The pupil who has been allowed to acquire the dictionary habit does not stop to see whether he can make out the meaning unaided. He turns the word up at once, and the impression is a slight one, even if

he proceeds to write the word down with the meaning beside it. Sometimes there is a little difficulty that remains unsolved by the dictionary: a phrase occurs which cannot be made out by word-for-word translating, but requires a little thought before the right English equivalent is obtained. Many editors do not allow the pupil to do even this for himself; they supply notes which contain renderings ready-made. A comparison of such editions and those on reform lines throws an interesting light on the familiar charge that the newer methods are designed to make things unduly easy for the pupil.

Often, when I have advised the abandoning of dictionaries and vocabularies, teachers have asked: 'How, then, are the pupils to prepare their work?' My answer is that, generally speaking, home-work should be revision and application rather than preparation; that preparation *with* a dictionary has grave disadvantages; and that there are two ways in which a fresh portion of the text can be prepared without a dictionary, both of them educationally sound. The first method is the one which I should recommend for ordinary use: The teacher glances through the page or pages he is going to set for preparation, and underlines such words as he knows to be unfamiliar to his pupils; when giving out the home-work, he points out these words and explains them. The other method is probably better suited for occasional use, but I

regard it, nevertheless, as a capital exercise: The teacher tells the pupils that they are to read through certain pages, make out a list of all words that are unfamiliar, and write against them what they think is the meaning. If they are right, they receive credit for it; if their conjecture is not quite right, but the meaning suggested would make sense, they are encouraged; if there is anything in the nature of wild guessing, so that the meaning suggested would produce nonsense, they are made to see the foolishness of it. I believe that a short course of preparation on these lines would do more to cultivate reasonableness in translating than anything else.

For the advanced student a good bilingual dictionary is of value; but I would banish it and everything akin to it from the elementary and the intermediate stage.

The only forms of dictionary that appeal to me for the use of young pupils are the self-made and the single-language kinds, which seem to me appropriate to the first and second halves of the intermediate stage respectively. Just as I believe the self-made grammar of the elementary stage should precede the grammar-book, so I think that much profit may be derived from the self-made word-book. In this I should let the pupils enter the new words under suitable headings, such as 'Measures of Time,' 'Colours,' 'Verbs of Motion,' 'Relationship,' 'Coins.' The natural love of collecting will lead the pupils to take pleasure in the

growing number of words in each section. There is no need to add the English equivalents. The meaning is to some extent suggested by the heading of the page on which a word appears; if necessary, a suitable sentence containing the word, or a reference to a picture, or a little sketch of the object, might be added. Such a method seems to me much more profitable and educationally sounder than the unclassified lists of words which are at present often put down in preparation note-books. The classified word-book will be found useful for revision, and will serve also for grammatical purposes. Thus substantives will always be given with the article to show their gender: and if the plural is irregular, that also will be indicated.

The entries in the word-book are, as a rule, made in class, which reduces the possibility of error, if proper use is made of the black-board to show the form of new words that are not before the pupils in their printed form. Even so it will occasionally be necessary for the teacher to glance through the word-books to eliminate such errors as may have slipped in. This inspection is not without its value for the teacher, as it helps him to bear in mind the extent of his pupils' vocabulary.

In the second half of the intermediate stage use can be made of such a book as *Larousse*. It is not an ideal book for the purpose, as it is written for French readers, and often the explanation of the word

is to an English pupil no less obscure than the word itself. Let us acknowledge frankly that there are words the explanation of which in the foreign language is either impossible or misleading. That does not, of course, justify the teacher in supplying the English equivalent for every new word or in referring his pupils to a bilingual dictionary.

The chief means of extending the vocabulary must be reading, and it is here that I am inclined to see the weakest point in our Modern Language teaching above the elementary stage. Our pupils read far too little. We are so anxious to do things thoroughly that we omit to cultivate the power of reading. It is no uncommon thing to find that a class in the middle of a school does not get through more than twenty-five or thirty small pages in a term. It is true that they are read carefully, with plentiful exercises on the text, and that is eminently necessary; but I am inclined to think it would be better to treat only fifteen or twenty pages in this way, and to read sixty or eighty pages rapidly. There are several advantages attending such rapid reading: it gives the pupils an interest in the story, enabling them to read it more as they would a book in their mother-tongue; and it extends and enriches their vocabulary.* In the sixty or eighty

* It should not be forgotten that rapid readers gain the thought more completely and effectively than the slow ones. Ex-

pages there will be many common words and constructions, a knowledge of which is essential, and which can only be really mastered if they have been met with again and again in varied contexts. In every class there should be one text for intensive reading, suitably edited, and a text for extensive reading, which need have no editorial apparatus at all.

The small amount of reading done is a defect not only in the intermediate stage, but in the higher forms also. It seems to be thought that, in order to prepare pupils for such an examination as Matriculation, the only safe course is to give them collections of extracts. These collections generally contain a large proportion of difficult words and constructions, with no easier matter. No wonder that the pupils find such reading tiresome and uninteresting. Fragments of description and truncated episodes are not calculated to cultivate a love of literature; but they also fail in their alleged object. They do not properly extend the vocabulary, because they do not afford sufficient repetition of the new words they contain.* A far

periments have conclusively proved this for the mother-tongue (O'Shea, *Linguistic Development and Education*, p. 226 and foll.), and there is no reason to suppose that it does not apply to the readers of a foreign language also. As long as words and constructions absorb some of our energy, there is less attention available for the ideas expressed.

* 'It is fatal to efficiency to be continually introducing strange words without

better preparation for rendering unprepared passages lies in copious reading.

It is also the best preparation for the use of the foreign language in free or set composition. Much time is still being wasted in translating from English at a time when the knowledge of the foreign language is quite inadequate to prevent many and gross mistakes of grammar and idiom.

The choice of texts is certainly not difficult for want of books. In recent years educational publishers have vied with each other in putting on the market cheap French texts; and now that American publishers have turned their attention to us, we also have a very fair supply of German books. A mistake too often made is to select books that are too hard, owing to the large number of unfamiliar words. For the early part of the intermediate stage, we need carefully prepared texts. We are agreed that for the beginner the books have to be specially written; it is less generally realized that, even a little later, hardly any foreign book written for foreign readers is directly suitable for the use of our pupils. Most texts require simplifying for this purpose. This may be regarded as sacrilege by some who have the scholar's aversion to any tampering with an author's text. If, however, the author consents, and the editor

having the pupil react on any of them frequently enough to acquire familiarity with them' (O'Shea, *op. cit.*, p. 218).

definitely states that certain changes have been made to render the book suitable for school use, there is no cause for complaint. Even if the author is dead, I still feel that in cutting out a provincial word, an archaic expression, or a difficult construction—say, from one of Hauff's tales—I am not laying wicked hands on what is fundamental, and that if I could put the case to Hauff's shadow he would absolve me entirely, and rejoice with me that his tales are used in English schools.

Apart from the books for rapid reading in class and in preparation time, there should be opportunities for private reading out of school; and to this end the form library should contain, in addition to the English works of reference and works of fiction of which it usually consists, a certain number of French and German books—illustrated, if possible. Old volumes of boys' and girls' magazines, tales of travel and adventure, 'safe novels,' might all find a place on the shelves of the form library, and induce our pupils to read for their pleasure works in French and German.

The suggestions I have made point to the need of more books in our schools, and this will entail expense. Too often money is stinted on books, while it is given freely for scientific apparatus and maps. We must strive to convince educational authorities that books and pictures are essential if we are to do our work well, and that we have a right to expect assistance

in acquiring a good supply of both. Much might be done by co-operation. Schools within the same area might exchange sets of books; indeed, it might be worth while to start a central office, to which books would be returned at the end of the term. If kept in suitable covers, renewed if necessary at the central office, such books should last at least two years, in the course of which they might have been used by six separate schools.*

Half our difficulties will disappear if we make up our minds that to extend the vocabulary by means of various devices that insure a real knowledge of words, and, above all, by the cultivation of fluent reading, is our chief aim at the intermediate stage. The length of that stage

* The system of transfer, from one school to another, of reading-books, maps, and other apparatus has several points in its favour. It may result in a considerable saving of money. In Cumberland, for instance, the annual report tells us that it is hoped to save at least £500 a year in this way. But, educationally also, the system has many advantages. The question of cost often prevents a teacher from requisitioning or from receiving the books he needs, because there are already in the school a number of books that must be made to do for another year's work. The scholars may know the books almost by heart; they may be mentally sick at the sight of the familiar covers; the syllabus of work may make another reader desirable; but there the books are, and they must be used. In Cumberland it is now possible for the books not wanted to be returned to headquarters, where they are repaired and kept ready to be sent out again on demand or are destroyed, according to their condition. Nearly 40,000 have been dealt with in this way during the last twelve months. The cost of parcels to and from the storeroom amounted to less than £36; the cost of staff has not exceeded £100 a year.—*Journal of Education*, December, 1908, p. 803.

may vary according to the age at which our pupils leave school, but it should never be cut down too much. To have read fluently and intelligently a thousand pages of good French by the time the sixteenth year is ended seems to me no impossible requirement; and

I am sanguine enough to believe that before long it will be the rule, rather than the exception. The teacher who strives to attain this end will do good service to the cause of Modern Language teaching.

WALTER RIPPMAUN.

FRENCH LESSONS AT AN EARLY AGE.

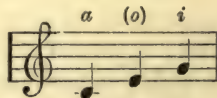
HAVING often been asked how I start very young children with French, I thought it might perhaps be of some help to teachers who are going to have the same experience if I were just to write down a few details of my work for the last few years in this direction.

When French is started at as early an age as that of six, it is always rather difficult to get in enough of the language, and yet to keep the whole class bright and interested. The first few lessons present no difficulty; it is so delightful to start this new, wonderful language, *French*, spoken by numbers of other children in France, by big brothers and sisters who go to French Réunions, by crowds of people at the Franco-British Exhibition. All this and much more gives enthusiasm which will last for some weeks; there comes a time, though, when the interest begins to flag, when it is rather difficult to sit still and listen to words which must be learnt, and sounds which must be practised, before this much longed-for language can be spoken. This, it

seems, then, is the moment for some special drill.

Taking Form I., children of about six years old: every lesson begins with the day's greeting, given in chorus, and gradually, as progress is made, the date, time, and description of the weather are added. While the children are still standing, a number of gymnastic exercises are gone through, bringing in the names of the parts of the body, the adverbs of place and directions in French, besides some verb drill, only one or two new words being added daily.

Then follow breathing exercises, the directions always being given in French by either the whole class, one child alone, or myself. Finally, the emission of breath is voiced, the sounds *a*, (*o*), *i*, being uttered to the notes of a common chord—*e.g.*:



I often divide the class into three parts corresponding to these three notes, and then the children have

to listen carefully to hear whether the chord is true (more often than not it is false; but it is good practice, and makes them very keen about 'pretty' sounds): As soon as they can do this well, they know, too, that they will be able to start learning French action songs and singing games.

All this leads up quite naturally to the really serious part of these early French lessons—phonetics, or the practice of sounds. After repeating a number of these in order to get as much flexibility of lips and tongue as possible, I usually take one special one each week, write its symbol on the blackboard (in red, white, or green), explain the way it is to be produced, and then practise it with all sorts of other known sounds both before and after it.

Here the real drill stops, and the lesson varies each day, sometimes at the suggestion of a child in the class, though more often to cover the scheme arranged for the week. The early days of the week are devoted to the learning of new words, songs, poems, actions, etc., and the last lesson to a repetition of the whole week's work, with a French game as a reward. On days when these very small French

scholars are especially tired, a story about French people is very useful; although it does not do much to advance the French vocabulary, it at least stimulates an interest in all that is French, and with a little subtle management several new French words can be introduced, and by association with some point of interest in the story, these are easily learnt and remembered.

When the class is very fidgety, games and actions are pretty well certain to insure attention and the acquiring of some new words and sentences—such games as 'cache-cache,' 'attrapez la balle au bond,' 'jeu de chiffres,' 'apportez-moi,' and plenty of others which can be made up, using very little more than the vocabulary already at the command of the class.

There is really not more to add to an already rather long description of these simple lessons. French to these small people is merely practising sounds which they do not make when they talk English, playing all sorts of new games, and talking about pictures in French, which is much more interesting than always doing it in English, provided there are not too many new things to learn.

EDITH C. STENT.

CENTRAL WELSH BOARD EXAMINATIONS, 1908.

WE venture to believe that the senior candidates taking paper 2B must have been somewhat startled when they read in the passage set for translation into French the following remarkable statement:

'Paris is not so fine a place as you

would expect. The palaces and churches, however, are very splendid and magnificent; and, what would please you, there are many very fine pictures; *but I do not think their way of life commodious or pleasant.*'

We knew that pictures had long lives,

but not that they can lead fast lives. Perhaps the C.W.B. will tell us in their next whether these incommodious pictorial frolics are peculiar to the Modern Babylon, or whether they also enliven the austerity of our own National Gallery. If so, there can be little doubt that the institution will become a much more popular resort than it has been in the past.

On the whole, the Senior and Junior papers are more satisfactory than the Honours papers previously reviewed. But the tendency to make the questions too difficult is still apparent, especially in the Senior Unprepared translation (2A). In both sets of papers the number of direct questions on the grammar is excessive. The objection to these questions is that they are bad tests. Take, for example,

the following: 'Give the various rules relating to the use of *tout* (adverb).'

It would be quite possible for a candidate to fail in this question, and yet in practice never make a mistake in the use of the adverb *tout*. On the other hand, the fact that the candidate is able to answer the question does not prove that he is capable of applying it. It is possible to be a grammarian without being a linguist, and the object of the C.W.B. appears to be to turn out the former.

One must, however, in fairness add that the Board permits the schools to take alternative papers, based upon reform method texts. The intention is excellent, but in practice some of the questions set remain of the old type—turned into French.

X.

MODERN LANGUAGE ASSOCIATION.

THE ordinary monthly meeting of the Executive Committee was held at the College of Preceptors on Saturday, November 28.

Present: Messrs. Somerville (chair), Allpress, Von Glehn, Milner-Barry, Pollard, Rippmann, Miss Shearson, Mr. Twentyman, and the Hon. Secretary.

Letters expressing regret for inability to attend were read from Miss Batchelor, Professor Fiedler, Mr. Hutton, Mr. Kirkman, and Mr. Payen-Payne.

The minutes of the last meeting were read and confirmed. The programme of the annual general meeting was considered and passed.

A report was presented by the Membership and Propaganda Sub-Committee making a number of suggestions for increasing the membership of the Association. It was agreed—(1) that a new circular of the objects and work of the Association should be drawn up; (2) that the list of local secretaries should be revised and enlarged; (3) that a list of schools and Modern Language teachers in selected areas should be drawn up with a view to a systematic canvass.

It was also resolved, on the recommendation of the same Sub-committee, that the report on the conditions of Modern Language teaching should be sent to the chairmen of local education committees, Members of Parliament interested in education, and to the local secretaries of the Association.

It was further agreed that the same Sub-committee should be asked to consider how the Association can be made more attractive to teachers, and that Mr. H. L. Hutton, Mr. A. M. Saville, and Mr. S. A. Richards should be added to the Sub-committee.

The following three new members were elected:

C. H. Clarke, Ph.D., Campbell College, Belfast.

Miss E. M. E. Murphy, B.A., Highbury and Islington High School, N.

Miss G. M. Storr-Best, Tadcaster Grammar School.

Mr. von Glehn's lectures on the Teaching of French will be given at University College, Gower Street, W.C., at the hour of 10.30 a.m. on Tuesday, January 5, and

the four following days. Each lecture will last an hour and a quarter, some portion of which will be given to discussion. The price of tickets, as already announced, will be 3s. 6d. for members of the Association and 7s. 6d. for others. We need hardly say that Mr. von Glehn is one of the foremost and most practical exponents of modern methods of language teaching, and that those who attend his lectures are likely to hear much that will be useful to them in their daily work.

An agreeable feature of the Oxford meeting will be an address by M. Gustave Lanson, Docteur ès Lettres, Professeur à la Faculté des Lettres à l'Université de Paris. The subject M. Lanson has chosen is, 'Comment Voltaire a fait ses lettres anglaises.' The Professor is well known to students of French in this country as the author of an *Histoire de la Littérature française*, which has taken a very high place amongst such works. Not so many people, perhaps, know that he is regarded in France as the greatest living authority on Voltaire, and that it is understood that he has in the press a critical edition of the *Lettres anglaises*. It is not often that members of the Association get a chance of hearing a French Professor of such distinction speaking on his own subject, and on a portion of that subject which is peculiarly interesting to Englishmen.

A successful meeting was held at Ipswich on Saturday, November 14, the arrangements for which were made by the local branch of the Teachers' Guild. The lecture-room in the Museum was well filled, many people coming from places at a considerable distance. The chair was taken by Mr. A. K. Watson, Head-master of Ipswich Grammar School. An address on the Reform movement in Modern Language teaching was given by Mr. G. F. Bridge, and a discussion followed, in the course of which the pictures used for teaching purposes were severely criticized on account of their lack of artistic merit. The Travelling Exhibition was on view for several days before and after the meeting.

ANNUAL GENERAL MEETING, JANUARY 11, 12, & 13, 1909, AT OXFORD.

PROGRAMME OF THE ANNUAL GENERAL MEETING AT OXFORD.

MONDAY, January 11: 9-11 p.m., Conversation, Christ Church Hall (evening dress optional). Tuesday, January 12: 9.45 a.m., General Committee meeting; 10.30 a.m., Address of Welcome by the Vice-Chancellor; General Meeting at the Examination Schools; Report of General Committee; reports of editors of publications; Hon. Treasurer's report; resolution by Hon. Treasurer: 'That the life-membership subscription be in future £5 5s.' Discussion, 'How the Association may be made more useful to its Members'; opener, Miss Matthews. Mr. Milner-Barry will move: 'That this Association welcomes the recent change in the Board of Education regulations for Secondary Schools, which allows greater freedom to schools in the choice of languages to be taught, and hopes that the Board will take further steps to encourage the study of German in Secondary Schools.' 12 noon, Presidential Address, Right Hon. Lord Fitzmaurice; 3 p.m., address by Professor Lanson (University of Paris) on 'Comment Voltaire a fait ses Lettres anglaises'; 4 p.m., tea; 4.30 p.m., address (in German) by Professor Fiedler, (University of Oxford); 7.45 p.m., Annual Dinner in Magdalen College Hall. Wednesday, January 13: 10.30 a.m., Mr. O. Siepmann (Clifton College), 'Some Aspects of German Education,' to be followed, if time permits, by a discussion; 11.30 a.m., discussion [on 'The Teaching of French and German to Middle and Higher Forms,' opened by Mr. von Glehn (Perse School, Cambridge), Miss V. Partington (Queen's College School), Rev. H. J. Chaytor (Plymouth College)]; 3.30 p.m., address by Mr. H. A. L. Fisher (New College, Oxford) on 'Word, Thought, and Fact.'

The Modern Language Travelling Exhibition will be on view. The meetings will be held at the Examination Schools, High Street. A reading and writing room for

the use of members will be provided at the Taylorian Institution.

Application for tickets for both reception and dinner must be made to the Hon. Secretary (Mr. G. F. Bridge), 45, South Hill Park, Hampstead, N.W., before January 4. Earlier application will facilitate the arrangements. Dinner tickets are 6s. each (wine not included).

Residence at Somerville College is offered to ladies at a charge of 9s. for the two days. Those who wish to take advantage of this offer are requested to write to the Principal before January 1.

Residence at Worcester College is offered to gentlemen at a charge of 11s. for the two days (dinners not included). Application should be made to the Hon. Secretary.

THE TEACHERS' GUILD MODERN LANGUAGES HOLIDAY COURSES, 1908.

THE total attendance at these courses was 112—viz., at Tours, 24; at Honfleur, 56; at Neuwied, 26; and at Santander, 6. This was a somewhat smaller total than in 1907, owing to a considerable reduction of entries at Tours and Neuwied, not entirely counterbalanced by the increased numbers at Honfleur and Santander. Of the students, 44 were men and 68 women.

This was the first year of granting of Certificates of Proficiency on examination by the Teachers' Guild. Hitherto the

certificates have been given by the local teachers on their own responsibility. When the Guild undertook the granting of certificates, it arranged for the setting of papers by an independent examiner, and for the conduct of the oral examination by the local teachers with its own representatives acting as assessors.

Below are given the particulars of the results of the Certificate Examinations.

N.B.—There were three classes and three divisions in each class.

Centre.	Number of Candidates.	Number of Certificates.					
		Written.			Oral.		
Tours	Five—Three written, five oral	One	...	I. 2	One	...	I. 3
		Two	...	II. 1	Two	...	II. 1
Honfleur	Twenty-five—Twelve written, twenty-five oral				Two	...	I. 2
		Two	...	I. 3	Five	...	I. 3
		Two	...	II. 2	Five	...	II. 1
		One	...	II. 2	One	...	II. 2
		One	...	II. 3	Six	...	III. 1
		One	...	III. 1	Three	...	III. 3
		One	...	III. 2	Three not classed		
		One	...	III. 3			
Neuwied	Two—One written, two oral.	Three not classed					
		One	...	I. 1	One	...	I. 1
					One not classed		

The Courses will be repeated in the same four centres in August, 1909. A new Course, which will be of a specially practical and commercial character, will also be started at Lübeck, under the

local guidance of Dr. Sebald Schwarz, Director of the Realschule. Mr. T. E. Dawes, M.A., Head-master of Castleford Secondary School, Yorks, will be the representative of the English Committee.

THE SCHOLARS' INTERNATIONAL CORRESPONDENCE.

REPORTS from the three countries chiefly concerned show how valuable is the exchange of letters. The chief points to keep in mind are—that the interest of the scholar depends upon the interest of the teacher; that to insure correspondents in the first instance the teacher should be careful to send only the name of *one* pupil to *each* school; and that to insure a reply in the most economical fashion a foreign reply-postcard (2d.) serves very well for the preliminary application. The plan of one letter in their own and a foreign language alternately is also advisable. Letters must, of course, be regular, and the correspondent's mistakes carefully corrected.

LIST OF FOREIGN TEACHERS WHO APPROVE OF THE EXCHANGE OF LETTERS.

FRENCH.

Professors in Boys' Schools.

- M. Andreü, Lycée National, Amiens.
 M. Anglès - Beranger, Collège de Treignac, Corrèze.
 M. Auvray, Lycée de St. Briens, Côtes du Nord.
 M. Bastide, Lycée Charlemagne, Rue St. Antoine, Paris.
 M. Bazenerrie, Collège du Coulommiers, Seine-et-Marne.
 M. Beltette, Lycée et à l'École Primaire Supérieure de Tourcoing, Nord.
 M. Bié, Collège de Mazamet, Tarn.
 M. Blancheton, 53, Avenue Victor Hugo, Tulle, Corrèze.
 M. Bonafous, Petit Séminaire de Laval, Tarn.
 M. Bonnal, Collège de Millau, Aveyron.
 M. Bonnet, Lycée de Rennes, Ille-et-Vilaine.
 M. Basile Bouttes, Lycée de Guéret, Creux.
 M. Camerlynck, 27, Avenue du Bel-Air, Paris.
 M. Caralp, Collège de Ajaccio, Corsica.
 M. Chambonnaud, 84, Boulevard Richard-Lenoir, Paris.
 M. Clausse, Collège d'Auxonne, Côte d'Or.
 M. G. Commandeur, Collège de Montélimar, Drôme.
 M. M. Commandeur, 31, Boulevard Jean d'Arc, Soissons, Aisne.
 M. G. Copperie, Collège de Calais, Pas-de-Calais.
 M. Coiscard, Collège de Dunkerque, Nord.
 M. L. Darriulat, Lycée de Toulon.
 M. Degré, Collège de Langres, Hte. Marne.
 M. Devaux, Collège de Vire, Calvados.
 M. Divry, Institut St. Louis, Perpignan, Pyrénées Orientales.
 M. Drieu, Lycée de Gap, Hautes-Alpes.
 M. Duplenne, Collège de Cholet, Maine-et-Loire.
 M. Dupré, Lycée Montaigne, Rue Auguste-Comte, Paris.
 M. Feignoux, Lycée de Caen, Calvados.
 M. Feytel, École Normale, Bonneville, Hte. Savoie.
 M. France, Collège de Beaune, Côte d'Or.
 M. Gabriel, Collège de Luneville, Meurthe et Moselle.
 M. Gandner, Collège d'Arnay-le-Duc, Côte d'Or.
 M. Gascard, Lycée de Montpellier, Hérault.
 M. Gombaud, Collège de Melle, Deux-Sèvres.
 M. Grept, Collège de Coulommiers, Seine-et-Marne.
 M. Guillet, École Primaire Supérieure de Chantonay, Vendée.
 M. Helias, 29, Avenue St. George, Auxerre.

M. Janin, Collège de Villefranche-sur-Saone, Rhône.

M. Jubien, Lycée de Niort, Deux-Sèvres.

M. Koenig, Collège de Vitry-le-François, Marne.

M. Lagarde, Collège d'Elbœuf, Seine Inférieure.

M. H. Lagarde, Collège d'Auxerre, Yonne.

M. Launay, École Normale d'Instituteurs, Douai, Nord.

M. Le Desert, Collège de Riom, Puy-de-Dôme.

M. Le Rouge, Collège de Morlaix, Morbihan.

M. Maffre, Lycée de Toulouse, Hte. Garonne.

M. Marchand, Collège de Luxeuil, Haute-Saone.

M. Martin, Lycée de Tournon, Ardèche.

M. Mieille, Lycée de Tarbes, Hte. Pyrénées.

M. Mouriès, École libre de La Trinité, Béziers, Herault.

M. Nida, Lycée de Troyes, Aube.

M. Obry, Lycée du Havre, Seine Inférieure.

M. Odrin, Lycée de Puy, Hte. Loire.

M. O'Dempsey, 7, Rue Duguay Trouin, St. Brieuc, Côtes du Nord.

H. Palmer, École Professionnelle, Vierzon.

M. Peignier, Lycée de Bordeaux, Gironde.

M. Pradel, Lycée de Montluçon, Allier.

M. Quenouille, Collège de Grasse, Alpes Maritimes.

M. Reynaud, 46, Boulevard de la Croix Rouge, Lyon.

M. Roussel, Lycée de Vendôme, Loir-et-Cher.

M. Roy, Lycée de Châteaudun, Eure-et-Loire.

M. Sabardu, Collège de Dragnin, Var.

M. Salvan, Collège St. Jean d'Angely, Charente Inf.

M. Secherresse, Collège de Bergerac, Dordogne.

M. Thoumazoun, Petit Séminaire de Brive, Corrèze.

M. Touzain, Lycée d'Angoulême, Charente.

M. Turgot, École primaire sup. de Garçons, Carentan.

M. Valentin, Collège de Soissons, Aisne.

M. Vayron, Collège de Vannes, Morbihan.

M. Voillet, Collège Monge à Beaune, Côte d'Or.

M. Wirth, Lycée Fontanes, Niort, Deux Sèvres.

Teachers in Girls' Schools.

Mlle Abrey, Collège Fénélon, Lille, Nord.

Mlle Bellon, Lycée de Jeunes Filles, Montpellier, Hérault.

M. Beltette, l'Institut Sévigné, Rue des Orphelines, Tourcoing, Nord.

Mlle Coblenz, École Normale d'Institutrices, Melun, Seine-et-Marne.

Mlle Cruvellie, Collège de Jeunes Filles, Béziers, Hérault.

Mlle Cros, Lycée de Jeunes Filles, Orléans, Loiret.

Mlle Dubois, Institution de Jeunes Filles, 6, Rue du Sud, Dunkerque, Nord.

Mlle Dussot, Lycée de Lons-le-Saunier, Jura.

Mlle Dousset, Collège de Troyes, Aube.

Mlle Erhard, École Supérieure de Jeunes Filles, Tours.

Mlle François, 51, Rue de la Barre, Alençon.

Mlle Fayolle, École Supérieure, Saint Chamond, Loire.

Mlle Fischer, Collège de Jeunes Filles, Chalon-sur-Saone, Saone-et-Loire.

Mme Veuve Français, Collège de Jeunes Filles, Constantine, Algeria, Africa.

Mlle Gilard, Lycée de Jeunes Filles, Marseilles.

Mlle Goisey, Collège de Jeunes Filles, La Fère, Aisne.

Mlle Guerin, 5, Rue de Lagny, Montreuil-sous-Bois, Seine.

Mme Hava, Collège de Jeunes Filles, Rochefort, Charente Inférieure.

Mlle Marcellie, Lycée de Jeunes Filles, Aix en Provence.

Mme Mieille, Collège de Jeunes Filles, Tarbes, Hte. Pyrénées.

Mme Nerson-Coblence, École Normale d'Institutrices, Méhun, Seine-et-Marne.

Mlle Percherancier, Collège de Jeunes Filles de Chartres, Eure-et-Loire.

Mlle Rive, Lycée de Jeunes Filles, Montpellier, Herault.

Mlle Turgot, L'École Communale de Jeunes Filles de Carentan, Manche.

Mlle Valentin, Collège de Cours.

Mlle Vidal, Lycée de Jeunes Filles, Nice.

BELGIUM.

Mlle François, Rue de La Blanchisserie, Brussels.

Mme Vasseur, 16, Rue du Remorqueur, Brussels.

Mme Rachwall, 22, Rue Philippe-Champagne, Brussels.

GERMANY.

Teachers who like to hear direct.

Mr. W. E. Birkett, 12, Hühstrasse, Schweidnitz, Germany.

Mr. J. Bolgar, 32, Hansaring, Köln am Rhein.

Direktor Bowitz, Höhere Mädchenschule, Schweidnitz, Silesia.

Fräulein Cornelia Benndorf, Lange-gasse 47, Vienna VIII.

Fräulein Eckardt, Städtische höhere Mädchenschule, Bochum, Westphalia.

Professor G. Höft, 19 Henriettenstrasse 21st, Hamburg.

Dr. Jaeger, 91, Brahmsallee, Hamburg.
Fräulein H. Ludwig, Märkische Strasse 9, Bochum, Westphalia.

Professor Nader, Waehringer Strasse 61, Vienna 9/2.

Miss Webb, Helgoländer Ufer 6, Berlin, N.W. 52.

Professor Martin Hartmann, the organizer for Germany, prefers that lists should be sent direct to him. He requires the age of pupil, school standing, profession of parent, and 2nd with each name sent. His address is Fechnerstrasse 6, Gohlis, Leipzig.

LA SOCIÉTÉ ACADEMIQUE.

La Société Académique had a very great treat on Thursday, November 26, at the Kingsland Secondary School for Girls.

The reunion was unique in several ways: it is the first time that this school has 'entertained' the Society, and it is certainly the first time the audience has ever been so large, there being about 300 people (mostly schoolgirls) in the pretty hall. By kind permission of the head-mistress, and under the direction of the French mistress, a most enjoyable programme had been prepared.

The younger and newer members were delighted to find how clearly and carefully the performers spoke; they seem to have been able to follow the whole of the bright little play, *Le Truc de Rose*, by

Henri Berthin, as well as most of the story from Daudet, *La Chèvre de Monsieur Seguin*, so well remembered and recited by a little girl.

The beautifully rendered songs were new to everyone, and the members of the Society are very grateful to have learned of the existence of such a charming collection. (Contes en Musique pour les Enfants malins. Paroles de A. Baudeuf. Musique de Ad. Remy, 51 Rue Blanche, Paris.)

The Society is glad to find that this newly affiliated school is fond, too, of songs, and looks forward to having a combined 'French Concert' at no far-off date.

E. C. STENT,

Vice-President.

REVIEWS.

British Institutions, from English Sources, for the Use of Schools. By HUGO HAGELIN. Stockholm: Albert Bonnier, 1908. Pp. 128 and notes 15. Price 2 kr. 25 (2s. 6d.).

The material included in this book has been taken chiefly from Wyatt's *English Citizen*, Buckland's *Our National Institutions*, and Arnold Forster's *Citizen Reader*. The volume is intended to serve as a textbook for higher classes, carrying pupils further in their study of British institutions than they can be taken in Kron's *Little Londoner*.

The notes are limited in amount, and deal only with really necessary matters. They include phonetic transcripts of words, especially names that are likely to cause difficulty to more advanced pupils. The explanations are in Swedish when dealing with the more difficult passages or subjects. The frontispiece is in colour, but is not very well reproduced. There are forty-one illustrations in black and white, and a coloured double-page map of England and Wales. There is a good index, which will greatly add to the value of the book to students as a book of reference.

The sources from which the text has been drawn indicate sufficiently the scope of the book. The compilation has been carried out most successfully. The book is eminently readable, even though in a few places more details are given, perhaps, than are necessary for the purposes of a foreigner. Would that more were done in our English schools to instruct our pupils in matters here set forth for Swedish pupils. In the course of compilation the matter has been brought up to date. We find the new Territorial Army, the recently instituted Court of Criminal Appeal, etc.

We have noted very few misprints or other errors. On p. 16 the Speaker is said to wear a 'whig.' On p. 45, for

'County of the City of London' read 'County of London.' On p. v there is 'recommendað'; and on p. 133 there is a syllable omitted in the phonetic transcript of 'unconstitutional'; p. 27, the transcript of Herefordshire should have only one 'ä,' and that of Gloucestershire would be better with only one 'ö.' In the same paragraph of notes 'resipi' should be 'räsipi,' to bring it into line with the transcript used. P. viii, 'As a kind of repetition' should be 'for purposes of revision,' or some similar phrase.

The book is manifestly the work of a scholarly hand; we hope it may receive from Swedish teachers and students of English the recognition it merits.

From Messrs. Hachette we have again received that wonderful budget of information, the *Almanach Hachette*, full of pictures, many of which the Modern Language reader will find useful, while others will appeal to the teachers of Geography and History. The same publishers have sent us several books suitable for prizes and for form libraries. Foremost among these is the *Excursions en France*, by Henri Bolland, a volume in their *Bibliothèque des Écoles et des Familles*. It measures 7 by 10½ inches, is well bound in cloth, clearly printed on good paper, and illustrated by seventy pictures of French scenery, some of them full-page. It is hardly credible that this fine book can be sold for 3 fr. 90 c., yet such is the case. Two new volumes in the well-known *Bibliothèque Rose Illustrée* are Mlle G. Du Planty's *La Cousine Gaudule*, with fifty illustrations by E. Zier, and Mme Chéron de la Bruyère's *La Fée d'Aujourd'hui*, with forty illustrations by G. Dutriac. The price in each case is 3 fr. 50 c. A very attractive volume is *Ma Grande*, by Paul Margueritte, excellently illustrated by Marold, price 5 francs. All these volumes are well bound.

Poucinet: Laboulaye. Edited by F. W. ODGERS, M.A. Pp. 44. Price 4d. (Second year.) *Le Monde où l'on se bat.* Edited by B. E. ALLPRESS, B.A. Pp. 48. Price 4d. (Third year.) *Un Épisode sous la Terreur: Balzac.* Edited by C. F. SHEARSON, M.A. Pp. 48. Price 4d. (Third year.) *Histoire d'un Merle Blanc: Musset.* Edited by A. P. GUITON, B.ès-Sc. Pp. 48. Price 4d. (Fourth year.)

A very welcome further instalment of Mr. Brigstocke's series of Dent's short French readers. To a school organized throughout on sound new-method lines, this series—the work of experienced teachers—is probably the most useful on the market. The plan is (1) a page or two of text, with brief French footnotes explaining any difficulties of vocabulary; (2) exercises in French on the subject-matter of the section; (3) drill in grammar and vocabulary suggested by the section. Except for Mr. Brigstocke's introduction to Balzac, which is in English, from cover to cover there is not a word that is not French. The subject-matter in every case is bright and well chosen. The 'exercises' are fullest in the Balzac; class experience shows that this will, accordingly, be probably the most useful. The low price of the series, considering the excellent stuff in each book, is wellnigh incredible.

Methuen's Simplified French Texts. Price 1s. each.

Remy le Chevrier. Adapted from Souvestre by E. CHOTTIN, B.ès-L. Pp. 92 (text 60, vocabulary 24).

La Bataille de Waterloo. Adapted from Erckmann-Chatrian by G. H. EVANS, M.A. Pp. 95 (text 66, vocabulary 19).

Jean Valjean: V. Hugo. Adapted from *Les Misérables* by F. DRAPER, B.A. Pp. 95 (text 56, vocabulary 23).

La Bouillie au Miel. Adapted from Dumas by P. B. INGHAM, B.A. Pp. 94 (text 55, vocabulary 31).

Pierre et Camille. Adapted from Musset by J. B. PATTERSON, M.A. Pp. 94 (text 57, vocabulary 29).

The aim of the series is 'to supply for young pupils who have been learning the language for about two or three years a simple translation book which they can

understand, and which will at the same time provide a complete story. . . . It has been thought advisable to take a well-known story, and re-tell it for the most part in easy French.'

The books are clearly printed on good paper, and well bound. They probably fulfil their aim, which does not seem a very high one. For classes accustomed to rapid reading the price is somewhat prohibitive.

Scènes Enfantines. By KATE WEBER. Arnold. Price 1s. 3d.

Eight short scenes suitable for very small children to act. Rather slight. If in phonetic script, would be very useful for forms just above the kindergarten. The vocabulary (ten pages) should be superfluous.

The Alphonse Daudet Reading Book. By JETTA S. WOLFF. Pp. vi+134. Fourteen extracts from the 'Lettres de Mon Moulin,' 'Contes du Lundi,' etc.

Well chosen for rapid reading. The addition of a good questionnaire would make this a really valuable addition to the list of books available for the classroom. The notes (12 pages) are commendably brief.

La Jeunesse de Chateaubriand. Edited by GERALD GOODRIDGE, B.A. Oxford Modern French Series, edited by L. DELBOS, M.A. 1907. Pp. xvi+255 (212 text, 43 notes). Price 3s.

A lengthy extract from the 'Mémoires d'Outre-Tombe,' with an excellent introduction, adequate notes, and the paper and print which make the publications of the Oxford Press a joy to handle.

A German Grammar for Schools and Colleges. By FRANCIS KINGSLEY BALL, Ph.D. Pp. xii+244. D. C. Heath and Co. Price 2s. 6d.

Heath's Practical German Grammar. By E. S. JOYNES, M.A., LL.D., and E. C. WESSELHORFT, M.A. Pp. vii+397. D. C. Heath and Co. Price 3s. 6d.

It is taking publishers and writers a long time to realise that certain old-fashioned methods of language teaching

are doomed. The two books before us might have been written twenty years ago or more, for all account they take of the advance that has been made in language teaching in the meantime.

Dr. Ball's book is made according to a well-known recipe. Three pages at the beginning are devoted to the pronunciation of the language; then, up to p. 137, we have English sentences for translation into German, and German sentences for translation into English; pp. 138-140, the German script; pp. 141-203, 'Some Essentials of English and German Grammar'; p. 204, Grimm's Law; lastly, p. 205 to the end is taken up with the Vocabulary and the Index.

In the section devoted to pronunciation the author relies on English examples (e.g., Granada, chromo) to teach the German vowel-sounds of words like *Mann*, *Gott*. We are told, amongst other things, that 'g at the end of a syllable=*ch*,' and that the *C* at the beginning of *Cäsar* is pronounced like *K*.

As for the sentences for translation, we cannot do better than give the reader some examples of them:

'Father is in the garden with coffee, bread and cheese.' 'The hands and feet of this son are very small.' 'Mornings they walk in my neighbour's forest.' 'The women of the valley are beautiful, and are the queens of the earth.' 'And the men of the valley have the hearts of a lion.' 'When we go to Switzerland, we shall make little journeys into pretty villages.' 'How is the coffee, father? Is it hot?' 'Yes, it is hot; but is that milk not sour?' 'It is sweet, but warm; the milk in that carriage is sweet and cold.' 'I hear something; do you hear nothing, Doctor Smith?' 'Yes, you hear the fire and the wind.' 'There sits Charles in the garden.' 'I am a simpleton! I have bought only two kinds of coffee.' 'It pleased us very much that he was there.'

The author believes, moreover, in helping the pupil to translate these sentences; and it must be admitted that when he

sets about explaining a difficulty, he does it with a vengeance. For example:

'How is the summer? Is it (*er, der Sommer*, masculine) cool?'

The German sentences are not any better than the English ones:

'Er ist nicht zu Hause, er kommt nicht bis morgen abend.' 'Aber bis heute hatte ich ihn nie gesehen.' 'Gestern wanderten ich und Anna in jenen Garten; aber der Bettler war nicht mit der Börse da.' 'Hier sind Brot, Käse und Kaffee; es freut mich sehr dass sie hier sind.' 'Er ist jetzt nach Hause geeilt, weil wir morgen zu ihm gehen.' 'Und wie kalt dies Wasser ist!'

For our part, we have no confidence whatever in this method of teaching a living language. Indeed, the author himself has evidently not much confidence in its possibilities either, for even as far on as p. 125 we find that the learner is not yet supposed to be familiar with the German for 'what,' as appears from the following sentence:

'See what (*was*) your brother has found because he rises early.'

After the learner has been regaled through several pages with sentences of this type, we are amazed to see him plunged without warning (p. 204) into the middle of the science of comparative grammar. The page referred to is devoted to an exposition of Grimm's Law; and we don't know whether to be more astonished at the attempt to expound Grimm's Law in one page, or at the attempt to teach it to a pupil, who, as far as this book is concerned at least, is still supposed to be ignorant even of the elements of phonetics. Is it not a fact that University students, even at the present day, very often fail to arrive at an intelligent comprehension of the facts of comparative grammar, because they lack this very training? If the pupil were taught the elements of phonetics, he might then be able to grasp the meaning of Grimm's Law later on, if he should ever have occasion to learn it. But the attempt to impart such knowledge

in this crude form can result in nothing but the acquirement of a certain amount of philological slang, which is worse than most kinds of slang, and a good deal more harmful.

When one considers what people try to teach children, and how they try to teach it, it almost makes one despair of education!

The second of these volumes resembles the first in its general outline and in the method it pursues. Its sentences are more correct, and less irritating. *Hängen* on p. 217, line 2, should be *hangen*.

Easy German Stories. By HEDWIG LEVI. Edited with Notes and Vocabulary by Mrs. LUISE DELP. (Text, pp. 1-50; Notes, pp. 50-67; Vocabulary, pp. 69-98.) George Harrap and Co. Price 1s. 3d.

The ten short stories that compose this little volume afford not unpleasant reading, though, if we were making out a course of reading for introducing young people to German literature, we are not sure that we should include them.

With the manner in which this book has been edited, however, we have no patience. In the first place, the notes are overdone, and the pupil is never given a chance of finding out anything for himself. For example: 'Wo wohnst du denn?' *Wherever* [sic] *do you live?* 'Gross und klein,' *young and old*; 'Sie hängt sich ein Körbchen an den Arm,' *she hangs a basket on her arm*. In the second place, the English of these notes is often bad: 'I would like a cup of tea' (p. 51); 'If we would take a pot of ivy' (p. 55); 'We would like to have' (p. 55); 'All the commissions her aunt had given to her' (p. 63); 'Here was still a young calf to be stroked, there some fowls to be given a handful of corn to' (p. 63); 'For here is decided by test who is equal to the long journey.' *Wir*, p. 52, line 21, should be *wie*.

A Second German Course for Science Students. By Professor H. G. FIEDLER and F. E. SANDBACH. Alexander Moring, Ltd. Pp. 75. Large 8vo. Price 2s. 6d. net.

The fifty-eight pages of text contain extracts from recent German scientific publications. They deal with Chemistry, Physical Chemistry, and Physics. The type is roman. The notes deal solely with grammatical points, or with translations of technical phraseology. Following the notes are some useful 'Hints on the Use of the Dictionary,' no glossary being provided in this Second Course. Lastly, there is a summary of the new grammatical points dealt with in the notes, and a table of German abbreviations that occur in the extracts. The text covers a considerable field, and consequently includes a very considerable vocabulary of the terminology of the sciences in question. The notes are good, and give just what is required without any diffuseness, and the translations of phrases or terms are especially commendable—not the least so because they are in good English. The authors insist that 'a sound knowledge of German accidence is indispensable, in order that the student may know the possible forms under which he may have to look (*i.e.*, in the dictionary) for the word he wishes to find.' This insistence is necessary, in view of the too common idea that there is some cheap and easy road to reading scientific works in a foreign language.

We have failed to note any misprints. Piece 12, line 8: *gedachte Pfeife* merits, perhaps, more note than a mere translation, as *gedacht* does not appear in most dictionaries. In No. 2 it might be worth adding in the notes the French words of which the capital initials are used for classing the thermometers tested.

The book can be unreservedly recommended.

CORRESPONDENCE.

'THESE SORT OF QUESTIONS.'

YOUR correspondent M. Jules Pingouin is *complètement dérouté* on finding the above construction in the MODERN LANGUAGE TEACHING, and asks for an explanation. Though it may be difficult to give the explanation, he may with safety use the expression, as it is a regular idiom of the language. Purists who will object to 'It is me,' and require 'It is I,' or condemn 'compared to' and 'different to,' and will, except when they forget themselves, say 'compared with' and

'different from,' can be heard using 'these sort of phrases.' It is perhaps possible that the use of 'sort of' or 'kind of' in such expressions as 'he was sort of cross,' 'he kind of grinned,' has given 'sort of,' 'kind of,' a sort of character of a set phrase even in such phrases as the one under discussion; or that the use of it in those kind of expressions without any proper grammatical construction has led to a kind of analogous non-grammatical use in the phrase which puzzles M. Pingouin.

HAROLD W. ATKINSON.

FROM HERE AND THERE.

OUR educational contemporaries have helped in a very gratifying way to make known the letter on the neglect of German addressed to the President of the Board of Education. Several have reprinted the whole letter or the greater part of it; and in some cases leading articles have also appeared in support of the views expressed in the letter. May the seed that has been thus widely scattered bear good fruit.



In this connexion we announce with particular pleasure that the German Ambassador has accepted an invitation to be present at the dinner at Oxford on the occasion of our Annual Meeting.



We have been asked to inform the members of the Modern Language Association that the Annual Meeting of the Historical Association will be held at University College, London, on January 8 and 9, and that of the Geographical Association on January 6.



An excellent account of the last Annual General Meeting of the Association has appeared in the *Revue de l'Instruction publique en Belgique*, from the pen of M. Lhoneux, the delegate of the Associa-

tion Belge des Professeurs des Langues Vivantes. The following criticism of the discussion on translation is not without interest—"Pour un auditeur étranger il apparaissait que la discussion restait diffuse, que le problème était mal situé, peu circonscrit et que chaque orateur s'en tenait trop à sa petite expérience personnelle."



There will be a discussion on *The Teaching of Languages* at the North of England Education Conference, at Manchester, on Thursday, January 7. Papers will be read by Professor Sonnenschein (of the Classical Association) and Mr. Hardress O'Grady, and the discussion will be opened by Mr. W. G. Lipscomb, Mr. J. McInnes, and Mr. G. F. Bridge.



BIRMINGHAM UNIVERSITY.—Dr. Ernest de Selincourt has been appointed Professor of English Language and Literature in succession to the late Professor Churton Collins.



EDINBURGH UNIVERSITY.—The Vacation Courses were attended by 256 students, of whom 77 were Scottish, 28 English and Irish, 88 German, and 49 French, the

remaining 14 being of Russian, Portuguese, Scandinavian and Italian nationality. Of the total number 133 were men and 123 women, the great majority belonging to the teaching profession. The Committee deeply regret that the number of students of German is still so small. The average attendance at the German classes was about 30, at the French 80, at the English classes 100 to 130.



EDINBURGH UNIVERSITY.—The Edinburgh University Endowment Association has given £1,500 to the Edinburgh University Court, to be appropriated in equal proportions to the endowment of the proposed Chairs of French and German.



LIVERPOOL UNIVERSITY.—The Council invite applications for the recently founded Gilmour Chair of Spanish. The salary is fixed at not less than £600 per annum. The successful candidate will be required to enter upon his duties at the commencement of the Autumn Term of the Session 1909-10. Applications, together with the names of not less than three persons to whom reference may be made, and (if the candidate so desires) twelve copies of testimonials should be in the hands of the Registrar on or before February 15, 1909. Further particulars may be obtained from P. Hebblethwaite, M.A., Registrar.



LIVERPOOL UNIVERSITY.—Mr. Bernard Pares has been elected to the new Bowes Chair of Russian History, Language and Literature.



LONDON UNIVERSITY, BEDFORD COLLEGE.—The following classes of special interest to Modern Language Teachers

have been arranged for the Lent Term. They are intended particularly for teachers in London secondary and elementary schools, and tickets of admission can be obtained from the executive officer of the Education Committee, London County Council Education offices, Victoria Embankment, W.C. Mr. P. C. Thomas, M.A., will lecture on the Historical Study of the English Language, on Saturdays at 10.30 a.m., beginning January 16. Miss Kathleen Fitzgerald will lecture on the Teaching of German by the Direct Method, on Mondays at 6 p.m., beginning January 18.



OXFORD, ST. HILDA'S HALL.—Miss Keeling has been appointed Tutor in English and Librarian.



For the following figures which show the number of candidates taking the various sections of the *baccalauréat* we are indebted to the *Journal of Education*.

	Candidates.	Passes.	Percentage of Passes.
1. Science and Modern Languages ...	3897	1626	42
2. Latin and Modern Languages ...	3058	1235	40
3. Latin and Greek ...	2886	1306	45
4. Latin and Science	2766	1351	49

These statistics show very clearly what is the trend of education in France.



M. ROUBAUD will begin his tour by giving performances of *L'Avare*, *Mlle de la Seiglière*, *L'Anglais tel qu'on le parle*, and *Le Voyage de M. Perrichon* at the Steinway Hall, London, on January 20, 21, and 22.

GOOD ARTICLES.

JOURNAL OF EDUCATION, December, 1908: The Tyranny of School (Mabel A. Marsh); Literature 'Courses' and the Use of Books (Susan Cunningham).

SCHOOL WORLD, October, 1908: Physical Fitness as a Condition of the Award of a Scholarship (E. W. Maples); Training for Teaching (C. Macgregor, Miss C. P. Tremain); Education under a Local Authority (R. Blair); Scientific Method in the Study of Education (J. J. Findlay and P. Sandiford); Experimental Studies in Education (J. A. Green); Acquisition in Education (G. Archdall Reid); Psychology and Education (E. P. Culverwell); Educational Efficiency (T. P. Gill); Useful Knowledge (L. C. Miall). November, 1908: The Reorganization of Higher Education of Girls in Prussia (O. Siepmann); The Regulations for Secondary Schools, 1908-9 (J. W. Shuker). December, 1908: English Public Schools (E. L. Milner-Barry).

EDUCATIONAL TIMES, November, 1908: The Teacher's Imperfections and How to Deal with them (J. Adams). December, 1908: German in the Schools; The Experimental Study of Instruction (J. W. Adamson).

SCHOOL, October, 1908: The Educational Outlook: A Grand Experiment

(H. E. Armstrong); Weak Spots in our Public Schools ('Oedipus'). November, 1908: Home Work and Young Boys (S. C. Rowland); Some of the Practical Uses of Modern Languages (G. Shepperton). December, 1908: Higher Education for Girls in Prussia (J. Drever).

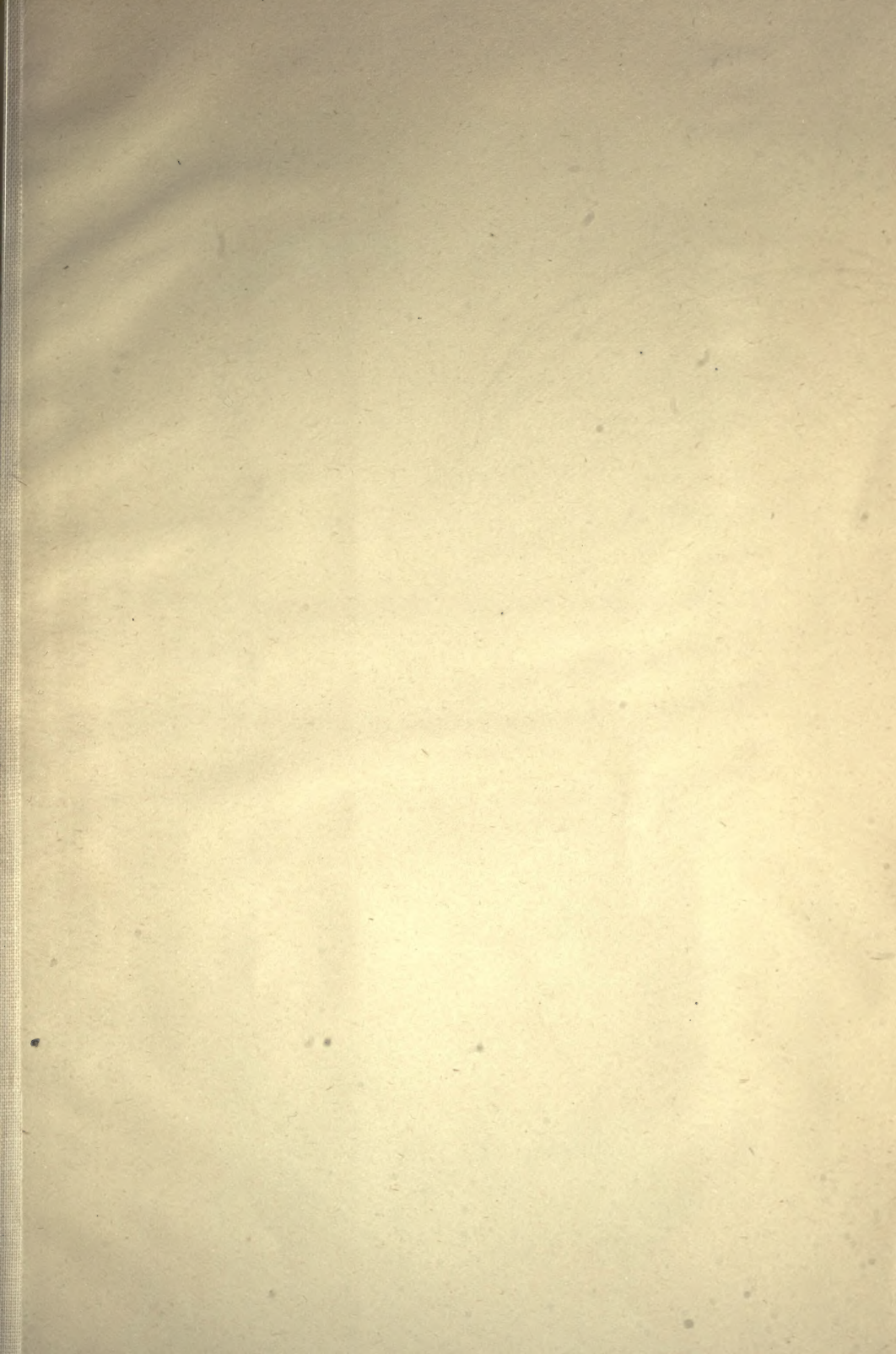
THE A.M.A., November, 1908: Secondary School Masters and the Civil Service (W. E. Cross).

DIE NEUEREN SPRACHEN, October, 1908: Wie ist der fremdsprachliche Unterricht naturgemäss umzugestalten (B. Uhlemayr).

LES LANGUES MODERNES, October, 1908: La Composition en Langue Étrangère au Baccalauréat (G. Camerlynck); Les Cours de Faibles (Ch. Clermont). November, 1908: L'Enseignement du Langage (E. Bailly); L'Épreuve écrite de Langue Vivante au Baccalauréat (E. Devin); Nos Anthologies Allemandes (A. Morel).

BOLLETTINO DI FILOGIA MODERNA, October, 1908: Difficoltà e pericoli del metodo diretto (N. B. Morelli); Grundzüge eines Programms der Phonetik (G. Panconcelli-Calzia). November, 1908: L'insegnamento dei verbi irregolari nel metodo diretto (G. Gulli).







PB
1
M68
v.4

Modern language teaching

**PLEASE DO NOT REMOVE
SLIPS FROM THIS POCKET**

**UNIVERSITY OF TORONTO
LIBRARY**

